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ABSTRACT

Designed for music educators instructing grades 4 through 8 in string instruments, this Mesa (Arizona) public schools guide presents information on the string curriculum, orchestras, and practicing. The goals and objectives for string instruments delineate grade levels and how student skills will be verified. Following 17 curriculum goal tests, examples of letters to students and parents and to teachers precede miscellaneous articles and five newsletters. Practice records and scale fingerings assist in promoting student progress. After information on the Mesa public school summer music programs, the district solo and ensemble festivals section contains information, worksheets, and forms for teachers. Following information on junior high advance and other orchestra festivals, descriptions of the junior high honor orchestra, the Mesa Young Peoples Orchestra, and the Metropolitan Youth Symphony provides information sent to parents. A practice contract agreement between the parent and child and regional orchestra festival information concludes the guide. (CK)

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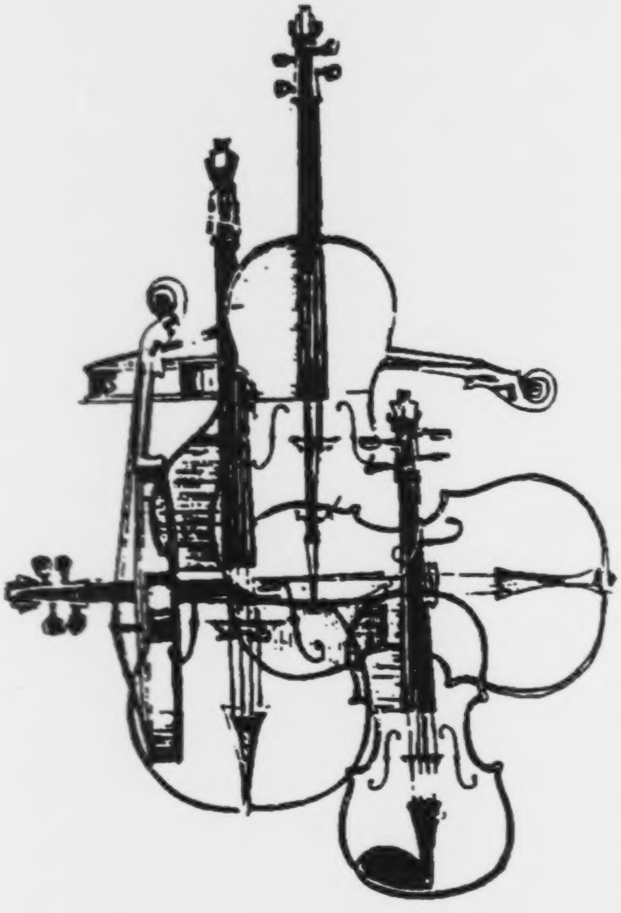
ED 372 993

# MESA PUBLIC SCHOOLS

## String Things



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Department MUSIC

Course Beg Strings 4th Grade Level I

| GOALS AND OBJECTIVES | VERIFICATION | RESOURCES | EVALUATION (District test, projects, etc.) |
|---|---|---|---|
| Course Goal: To provide students with an understanding of basic instrument parts , basic preventative maintenence, fundamental music notation, proper posture and basic playing techniques.<br>At the end of level I the students will: | | | |
| 1. Know basic instrument parts. | 1. Student will name and indicate the following instrument parts:<br>a. fingerboard<br>b. bridge<br>c. scroll<br>d. strings<br>e. neck<br>f. tuning pegs<br>g. nut<br>h. pegbox<br>i. tail piece<br>j. chin rest (violin/viola)<br>k. pin (cello/bass) | Muller Rusch method #1 lessons 1-15<br>Suzuki book #1<br>String Builder #1 | |
| 2. Understand basic instrument care. | 2. Student will exhibit and list 3 instrument care techniques:<br>a. loosen bow hairs daily<br>b. wipe rosin from instrument<br>c. exhibit care putting instrument in case. | | |

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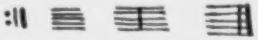
Department MUSIC

Course Bag Strings 4th Grade Level I

| GOALS AND OBJECTIVES | VERIFICATION | RESOURCES | EVALUATION (District test, projects, etc.) |
|---|---|---|---|
| Level I (cont) | | | |
| 3. Know basic bow parts. | 3. Student will name and indicate:<br>a. frog<br>b. point<br>c. hair<br>d. screw<br>e. stick<br>f. grip | | |
| 4. Learn basic note and rest values. | 4. Student will perform a composition using 𝅗𝅥, ♩♩ and corresponding rests in combination. | | |
| 5. Learn basic meter signatures. | 5. Students will explain 4/4, 2/4 meters and perform a composition in each. | | |
| 6. Understand accidentals. | 6. Student will define # symbol and perform a composition with #'s. | | |
| 7. Know proper body posture. | 7. Student will consistently exhibit proper body posture when playing. | | |
| 8. Student will know proper way of holding bow. | 8. Student will consistently exhibit proper way of holding bow. | | |

Department MUSIC

Course Beg Strings 4th Grade Level I

| GOALS AND OBJECTIVES | VERIFICATION | RESOURCES | EVALUATION<br>(District test, projects, etc.) |
|---|---|---|---|
| Level I (cont) | | | |
| 9. Know basic scales. | 9. Perform and name the notes for 1 octave for a D scale. | | |
| 10. Know key signature concept. | 10. Write the key signature for D scale, name the sharps, and recognize the F♯ and C♯ in a composition. | | |
| 11. Know basic music symbols. | 11. Explain the following symbols:  | | |
| 12. Know basic pizzicato procedure. | 12. Demonstrate the proper pizzicato procedure with the right hand. | | |
| 13. Know slurs and ties. | 13. Perform a composition using ties and slurs. | | |
| 14 .Know proper left hand technique. | 14. Consistently exhibit proper hand position for own instrument. | | |
| 15. Know basic terms. | 15. Define: pizz, arco, ⊓, V bass clef (cello/bass); treble clef (violin); alto clef (viola). | | |

Department MUSIC

Course Beg Strings 4th Grade Level I

| GOALS AND OBJECTIVES | VERIFICATION | RESOURCES | EVALUATION (District test, projects, etc.) |
|---|---|---|---|
| Level I (cont) | | | |
| 16. Know basic finger position for own instrument. | 16. Perform composition using all notes learned in the year:<br>a. vln/vla - 1st 3 strings - 1, h2, 3<br>b. cello - top 3 strings 1,3,4<br>c. bass - top 3 strings 1, 4, & 1, 2 | | |
| 17. Learn proper bow placement. | 17. Consistently play in the middle of the bow, with good contact with string. | | |

Department MUSIC

Course Intermediate Strings, 5th Grade, Level II

| GOALS AND OBJECTIVES | VERIFICATION | RESOURCES | EVALUATION (District test, projects, etc.) |
|---|---|---|---|
| Course Goal: To provide students with an understanding of basic finger patterns, proper bowing techniques, intervals of a whole and half step, the function of accidentals, key and meter signatures, basic musical terminology.<br>At the end of level two the student will: | | | |
| 1. Know basic finger patterns. | 1. Perform compositions using all notes learned thus far:<br>a. vln/vla add 4th string - L1, 1, L2, 3<br>b. cello add C string - L1,1,2,<br>c. bass add E string - L1, 4 (1/2 position) | P. 16-30 Muller-Rusch #1<br>String Builder 2nd half<br>Stringing Along | |
| 2. Know proper bow placement. | 2. Exhibit good bow technique at the tip and frog in a composition. | | |
| 3. Know proper releasing procedure. | 3. Explain when and how to release the sound and exhibit it through performance. | | |
| 4. Know basic note values and corresponding rests. | 4. Perform a composition using 𝅝, 𝅗𝅥., 𝅗𝅥, ♩, ♫ and corresponding rests in combination. | | |

Department MUSIC

Course Intermediate Strings, 5th Grade, Level II

| GOALS AND OBJECTIVES | VERIFICATION | RESOURCES | EVALUATION (District test, projects, etc.) |
|---|---|---|---|
| Level II (cont) | | | |
| 5. Know whole and half steps. | 5. Explain difference between whole-steps and half steps and show examples of them on own instrument and the piano keyboard. | | |
| 6. Know accidentals. | 6. Recognize ♮ accidental and be able to perform a composition with ♮ signs. | | |
| 7. Know pick up concept. | 7. Explain up-beat, and consistently perform them in compositions. | | |
| 8. Know comcept of 1st and 2nd endings. | 8. Recognize and explain 1st and 2nd ending concept and successfully perform a piece of music with 1st and 2nd endings. | | |
| 9. Know basic scales. | 9. Perform and name the notes for the scales C and G for one octave. | | |
| 10. Know key signature. | 10. Write key signature G and C and name the sharps. | | |
| 11. Know basic meter signature. | 11. Explain 3/4, C meters and perform | | |
| 12. Learn left hand 4th finger pizz. | 12. Exhibit proper left hand 4th finger pizz. | | |

Department MUSIC

Course Intermediate Strings, 5th Grade, Level II

| GOALS AND OBJECTIVES | VERIFICATION | RESOURCES | EVALUATION (District test, projects, etc.) |
|---|---|---|---|
| Level II (cont) | | | |
| 13. Know basic terms. | 13. Define the following terms:<br>a. key signature<br>b. meter<br>c. time signature<br>d. up beat (pick up)<br>e. march | | |

Department MUSIC

Course Advanced Strings, 6th Grade, Level III

| GOALS AND OBJECTIVES | VERIFICATION | RESOURCES | EVALUATION<br>(District test, projects, etc.) |
|---|---|---|---|
| Course Goal: To provide students with and understanding of dynamics, the function of flats, 16th note values, intervals of a third, the comcept of the dot, basic slurring techniques, complex forms of first position and increased skill in the use of scales and musical termonology.<br>At the end of level III the student will: | | | |
| 1. Understand dynamic concepts. | 1. Define and porform the following dynamic levels:<br>a. forte (f)<br>b. piano (p)<br>c. mezzo forte (mf)<br>d. mezzo piano (mp) | Muller-Rusch Orchestra performance #1<br>Ensemble time for Strings Bk 2 | |
| 2. Understand flat (♭) concept (accidental). | 2. Define and accurately perform a composition with flats. | First Position Etudes by Applebaum | |
| 3. Understand the concept of syncopation. | 3. Explain concept of syncopation and perform a composition with syncopation. | Suzuki Books #2<br>New Tunes For Strings | |
| 4. Understand the concept of triplets. | 4. Demonstrate and define triplets in simple terms | Merle Isaac String Class Method | |

Department MUSIC

Course Advanced Strings, 6th Grade, Level III

| GOALS AND OBJECTIVES | VERIFICATION | RESOURCES | EVALUATION (District test, projects, etc.) |
|---|---|---|---|
| Level III (cont) | | | |
| 5. Know musical terminology. | 5. Define the following terms:<br>a. D.C. al coda<br>b. da capo<br>c. D.S.<br>e. fermata<br>f. detache<br>g. martele<br>h. staccato<br>i. allegro<br>j. andante<br>h. crescendo<br>i. diminuendo | Building Technique with Beautiful Music<br>Beautiful Music for 2 String Instruments | |
| 6. Understand the concept of intervals of a third. | 6. Explain third, major and minor; explain given note & write a major/minor 3rd above/below it. | Learn to Play in the Orchestra Bk. 1 | |
| 7. Know 16th notes and rests. | 7. Explain the relation of 16th notes to quarter and perform a composition using 16th in combination with other note values. | | |
| 8. Understand how a "dot" effects duration. | 8. Define the affect of a dot on a quarter note, 8th note, and perform a composition using dotted values. | | |
| 9. Understand techniques for proper bow usage. | 9. Exhibit proper bow control and technique on all parts of bow. | | |

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Department MUSIC

Course Advanced Strings, 6th Grade, Level III

| GOALS AND OBJECTIVES | VERIFICATION | RESOURCES | EVALUATION (District test, projects, etc ) |
|---|---|---|---|
| Level III (cont) | | | |
| 10. Be able to slur multiple notes. | 10. Perform etudes and compositions slurring 4 and 8 notes together. | | |
| 11. Learn scales in two octaves. | 11. Perform and name the following scales for 2 octaves:<br>a. vln - G scale<br>b. vla - C, D scale<br>c. cello - C, D scale<br>e. bass - N/A | | |
| 12. Know complex forms of first position (2nd position for bass). | 12. Name fingers and name all first position notes:<br>a. vln/vla - L1, 1, L2, H2, 3, H3, L4, 4<br>b. cello - L1, 1, 2, H2, 3, 4, H4<br>c. bass - 1st pos.1, 2, 4,L1,4<br>2nd pos.1, 4, 2 | | |

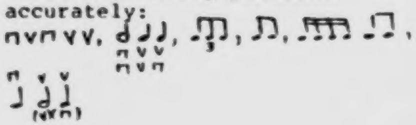
Department MUSIC

Course MU 23, 24 Orchestra Level IV, V Grades 7, 8

| GOALS AND OBJECTIVES | VERIFICATION | RESOURCES | EVALUATION (District test, projects, etc.) |
|---|---|---|---|
| Course Goal: To provide student with an understanding of key signatures using three accidentals, compound meters, melody and harmony, notes in third position, the process of building scales , phrasing concepts, basic vibrato techniques, and increased playing proficiency. | | | |
| At the end of Level IV the student will: | | | |
| 1. Know key signatures using three accidentals. | 1. The student will write key signatures for F, Bb, Eb and A. | Miller-Rusch, Method #2 & #3 | |
| 2. Know 6/8 and 2/2 meter. | 2. The student will explain 6/8 and 2/2 meter and perform a composition using these two meters. | 22 Etudes | |
| 3. Distinguish melody and harmony parts in duets and perform melody and harmony parts. | 3. The student will pick out the melody and harmony parts when two parts are being played together and perform compositions involving two or more different parts (duet, trio, quartet, orchestral). | Ensemble Time for strings, Book II<br>Beautiful Music for Two String Instruments, Book 2 & 3 | |
| 4. Know musical terminology. | 4. The student will define the following musical terms:<br>a. octave<br>b. legato<br>c. spiccato<br>d. tremolo<br>e. tetrachord<br>f. double stop<br>g. pianissimo<br>h. fortissimo<br>i. waltz<br>j. march<br>k. adagio<br>l. moderato<br>m. largo | Learn to Play in the Orchestra Bk 2 | |

Department MUSIC

Course MU 23, 24 Orchestra Level IV, V Grades 7; 8

| GOALS AND OBJECTIVES | VERIFICATION | RESOURCES | EVALUATION<br>(District test, projects, etc.) |
|---|---|---|---|
| Level IV (cont) | | | |
| 5. Be able to perform in third position. | 5. The student will perform a third position etude accurately. | Direct Approach to Positions | |
| 6. Understand the concept of a tetrachord. | 6. The student will define tetrachord and write tetrachords for each of the following scales: G, C, D, Db, Bb, F, A. | | |
| 7. Understand the relation of scale to key signature. | 7. The student will explain relation of scales to key signatures. | | |
| 8. Understand and use double stops. | 8. The student will define double stops and demonstrate simple double stops as contained in a composition. | | |
| **CELLO & BASS ONLY** | | | |
| 9. Learn positions peculiar to student's own particular instrument | 9. The cello students will accurately perform an etude in 4th position. The bass student will accurately perform an etude in 1/2 & 2nd position. | | |
| **ALL STUDENTS** | | | |
| 10. Perform with appropriate phrasing concepts. | 10. The student will recognize natural phrasing in speech and compare it to musical phrasing. | | |
| 11. Use proper bowing patterns. | 11. The student will perform the following bowing patterns accurately:  | | |

Department MUSIC

Course MU 23, 24 Orchestra Level IV, V Grades 7, 8

| GOALS AND OBJECTIVES | VERIFICATION | RESOURCES | EVALUATION (District test, projects, etc.) |
|---|---|---|---|
| Level IV (cont) | | | |
| 12. Play with proper tone production concepts. | 12. The student will list and demonstrate the following methods of good tone production:<br>a. Bow placement and contact<br>b. Bow pressure<br>c. Bow speed | | |
| 13. Understand introductory vibrato | 13. The student will demonstrate beginning vibrato technique. | | |
| 14. Perform various scales in two octaves. | 14. The student will perform the following scales, as indicated, either one or two octaves.<br>Violin - Eb & F - one octave<br>A, Bb, G, C & D - two octaves<br>Viola - A and Bb - one octave<br>Eb, F, G, D, C - two octaves.<br>Cello - A & Bb - one octave<br>Eb, F, G, D, C, - two octaves<br>Bass - Eb, Bb, D & C - one octave<br>A, F, G, - two octaves | | |
| 15. Perform using proper shifting techniques. | 15. The student will explain and demonstrate how to shift properly and perform a composition accurately involving multiple shifts. | | |

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Department MUSIC

Course MU 23, 24 Orchestra Level IV, V Grades 7, 8

| GOALS AND OBJECTIVES | VERIFICATION | RESOURCES | EVALUATION<br>(District test, projects, etc.) |
|---|---|---|---|
| Course Goal: To provide students with an understanding of scales using four accidentals, scales in multiple octaves, advanced slurring techniques, the concept of harmonics, advanced bowing techniques, compound meters and increased knowledge of musical terminology. In addition, basic conducting patterns will be examined.<br>At the end of Level V the students will: | | | |
| 1. Perform with proper shifting techniques. | 1. The student will describe and exhibit proper shifting procedures. | Miller Rusch Method #3<br>Orchestral Bowing<br>3rd and 5th Position Book | |
| 2. Perform scales thru four b's and four #'s. | 2. The student will name and perform the following scales two octaves: Ab & E. | Beautiful Music for Two String Instruments-Books 2, 3 and 4 | |
| 3. Know all scales studied thus far for two octaves. | 3. The student will perform the following scales two octaves: C, G, D, A, E, F, Eb, Bb, Ab | | |
| 4. Perform basic harmonics. | 4. The student will explain and demonstrate simple harmonics. | | |
| 5. Perform successfully using string crossings in different postions. | 5. The student will demonstrate good string crossings in different positions. | | |
| 6. Slur across several strings properly. | 6. The students will demonstrate slurring over several strings on one bow. | | |

Department MUSIC

Course MU 23, 24 Orchestra Level IV, V Grades 7, 8

| GOALS AND OBJECTIVES | VERIFICATION | RESOURCES | EVALUATION (District test, projects, etc.) |
|---|---|---|---|
| Level V (cont) | | | |
| 7. Perform with proper vibrato techniques. | 7. The student will perform a composition using a steady vibrato. | | |
| 8. Perform using a stagger bow change. | 8. The student will define the concept of stagger bow changes. | | |
| 9. Understand basic conducting patterns. | 9. The student will diagram conducting patterns in the following meters:<br>4/4 3/4 2/4 | | |
| 10. Understand and use all common bowings. | 10. The student will properly perform bowings commonly used in orchestral performing (orchestral bowings). | | |
| 11. Understand all basic and compound rhythms. | 11. The student will recognize and perform combinations of:<br>♪, 𝅘𝅥𝅯, ♩., 𝅗𝅥, 𝅗𝅥., 𝅝, ♫, ♩.♪, ♪♩♪<br>and corresponding rests. | | |
| 12. Understand new terminology. | 12. The student will define the following terms:<br>a. accelerando<br>b. rallentando<br>c. a tempo<br>d. enharmonics | | |
| 13. Successfully demonstrate enharmonics | 13. Define enharmonics and give examples of enharmonic notes. | | |

Department MUSIC

Course MU 23, 24, 25 Orchestra Level VI, Grade 9

| GOALS AND OBJECTIVES | VERIFICATION | RESOURCES | EVALUATION (District test, projects, etc.) |
|---|---|---|---|
| Course Goal: To provide the students with an understanding of notes in 5th position, techniques of shifting, the concept of minor scales, great composers, aural discrimination of major and minor chords and melodies, musical form and compound meter.<br>At the end of level VI the student will: | | | |
| 1. Know 5th position. | 1. The student will recognize and perform compositions in 5th position. | Muller Rusch Method #4<br>3rd and 5th Position Book | |
| 2. Know how to shift positions. | 2. The student will explain how to shift and perform properly several shifts to different positions. | | |
| 3. Know the chromatic scale. | 3. The student will write fingerings for chromatic scale and perform it properly. | | |
| 4. Understand the concept of minor scales. | 4. The student will explain the difference between major and minor scales; perform the natural, melodic and minor scales for the following minor keys: A, E, G & C and explain the difference in the natural, melodic and harmonic minor scales. | | |
| 5. Know at least one major classical composer. | 5. The student will write a biography of a composer. | | |

Department MUSIC

Course MU 23, 24, 25 Orchestra Level VI, Grade 9

| GOALS AND OBJECTIVES | VERIFICATION | RESOURCES | EVALUATION<br>(District test, projects, etc.) |
|---|---|---|---|
| Level VI (cont) | | | |
| 6. Distinguish between major and minor. | 6. The student will differentiate aurally between major and minor chords and melodies. | | |
| 7. Understand the construction of a phrase | 7. The student will define the following terms:<br>a. antecedent/consequence<br>b. sub phrase<br>c. motif<br>d. phrase | Beautiful Music for Two String Instruments. | |
| 8. Perform some scales in three octaves. | 8. The student will perform the following scales in three octaves.<br>violin - G & A<br>viola - D & C<br>cello - D & C<br>bass - not applicable | | |
| 9. Understand two basic musical forms. | 9. The student will explain AB & ABA forms. | | |
| 10. Understand the concept of a relative minor scale. | 10. The student will define (explain) relative minor concept. | | |
| 11. Understand the concept of compound meter. | 11. Student will explain:<br>$\frac{9}{8}$ $\frac{12}{18}$ $\frac{3}{8}$ $\frac{6}{4}$<br>and perform a composition in these meters. | | |

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Department MUSIC

Course MU 43, 44 Orchestra Level VII, VIII, IX Grades 10, 11, 12

| GOALS AND OBJECTIVES | VERIFICATION | RESOURCES | EVALUATION<br>(District test, projects, etc ) |
|---|---|---|---|
| Course Goal: To provide the students with an understanding of scales thru six sharps, three forms of minor scales, notes in extended positions, techniques of producing proper vibrato and scales played in multiple octaves. In addition, the students will increase aural discrimination skills, vocubulary skills and broaden their understanding of musical history and style.<br>At the end of Level VII the students will: | | | |
| 1. Perform scales thru six sharps. | 1. Student will perform and name the scales of F# & C#. | | |
| 2 Perform three forms of minor scales. | 2. Student will name and perform minor scales (natural, melodic, harmonic). | | |
| 3. Perform successfully in extended positions. | 3. Student will recognize and perform in higher positions. | | |
| 4. Demonstrate proper vibrato. | 4. Student will explain the importance of vibrato and demonstrate a perfected vibrato. | | |
| 5. Perform appropriate scales to 3 octaves. | 5. Student will perform G, A, D, Ab, Bb, scales in 3 octaves. | | |
| 6. Understand musical styles performed during year. | 6. Student will explain and recognize diverse musical styles presented during the year. | | |

Department MUSIC

Course MU 43, 44 Orchestra Level VII, VIII, IX Grades 10, 11, 12

| GOALS AND OBJECTIVES | VERIFICATION | RESOURCES | EVALUATION (District test, projects, etc.) |
|---|---|---|---|
| Level VII (cont) | | | |
| 7. Aurally recognize and be able to write Major and Minor chords. | 7. Student will write and recognize aurally in Root position Major and Minor chords. | | |
| 8. Be able to discuss three major composers. | 8. Students will list characteristics and facts of 3 major composers. | | |
| 9. Increase musical vocabulary. | 9. Student will define the following musical terms:<br>a. poco d. mosso<br>b. con e. larghetto<br>c. meno f. allegretto | | |
| Level VIII<br>Course Goal: To provide the students with an understanding of the circle of fifths, all minor scales, three octave scales, carrer opportunities in music and scholarship opportunities. In addition, the students will expand their knowledge of musical styles and musical vocabulary. | | | |
| At the end of Level VIII the student will: | | | |
| 1. Understand the circle of 5ths. | 1. Students will construct and explain the circle of 5ths. | | |
| 2. Learn all minor scales. | 2. Student will perform minor scales in natural, melodic and harmonic modes. | | |

Department MUSIC

Course MU 43, 44 Orchestra Level VII, VIII, IX Grades 10, 11, 12

| GOALS AND OBJECTIVES | VERIFICATION | RESOURCES | EVALUATION<br>(District test, projects, etc.) |
|---|---|---|---|
| Level VIII (cont) | | | |
| 3. Understand various musical styles. | 3. Student will recognize simple forms and explain them in simple terms. | | |
| 4. Become acquinted with major composers. | 4. Student will list characteristics and facts of major composers. | | |
| 5. Perform all appropriate scales in three octaves. | 5. Students will perform major scales to 3 octaves. | | |
| 6. Become aware of career and performing opportunities beyond high school. | 6. Students will describe at least three ways to make a living and two ways to continue performing music beyond high school. | | |
| 7. Become aware of scholarship opportunities. | 7. Student will list at least two opportunities for scholarship auditions. | | |
| 8. Expand musical vocabulary. | 8. Student will define the following musical terms:<br>a. portato bow<br>b. santille bow<br>c. sul tasto<br>d. col legno<br>e. sul ponticello<br>f. grazioso<br>g. andantino<br>h. lento<br>i. vivace<br>j. fuoco<br>k. molto<br>l. dolce<br>m. maestoso | | |

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Department MUSIC

Course MU 43, 44 Orchestra Level VII, VIII, IX Grades 10, 11, 12

| GOALS AND OBJECTIVES | VERIFICATION | RESOURCES | EVALUATION (District test, projects, etc.) |
|---|---|---|---|
| Course Goal: To provide the student with an understanding of all major and minor scales thru six sharps and flats, expand knowledge of major composers and expand knowledge of musical terminology.<br>At the end of Level IX the student will: | | | |
| 1. Know all Major and Minor scales up to 6♯'s and 6b's. | 1. Student will write and perform all scales-Major and Minor to 6♯'s amd 6b's. | | |
| 2. Become acquainted with major composers. | 2. Student will list characteristics and facts about at least major composers. | | |
| 3. Recognize basic forms of music. | 3. Student will explain characteristics and facts as well as perform:<br>a. sonata<br>b. rondo<br>c. suite<br>d. concerto | | |

Name ____________________

Class ____________________

## STRINGS

## LEVEL I
## CURRICULUM GOAL # 1a

**Identify the parts of the instrument pictured below by answering the following questions.**

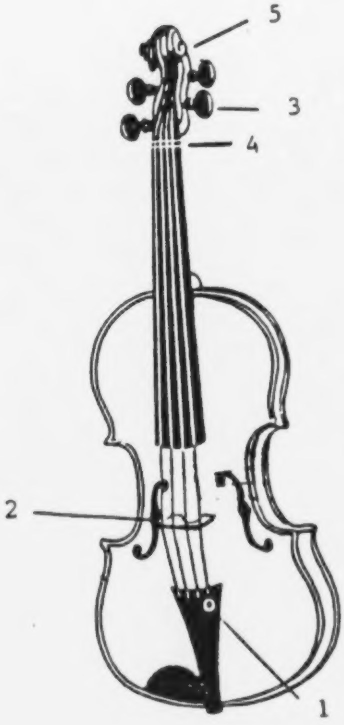
1. A. F hole
   B. tailpiece
   C. scroll
   D. fingerboard

2. A. fingerboard
   B. bridge
   C. scroll
   D. tailpiece

3. A. body
   B. scroll
   C. neck
   D. tuning pegs

4. A. neck
   B. bridge
   C. tailpiece
   D. nut

5. A. F hole
   B. tailpiece
   C. body
   D. scroll



**BUBBLE IN THE CORRECT ANSWER TO THE FOLLOWING QUESTIONS:**

|  | T | F |  |  |  |
|---|---|---|---|---|---|
| 1 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 2 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 3 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 4 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 5 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 6 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 7 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 8 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 9 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 10 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |

NUMBER CORRECT__________

SCORE____________________

B

## STRINGS

## LEVEL I
## CURRICULUM GOAL # 1b

Name ______________

Class ______________

**Identify the parts of the instrument pictured below by answering the following questions.**

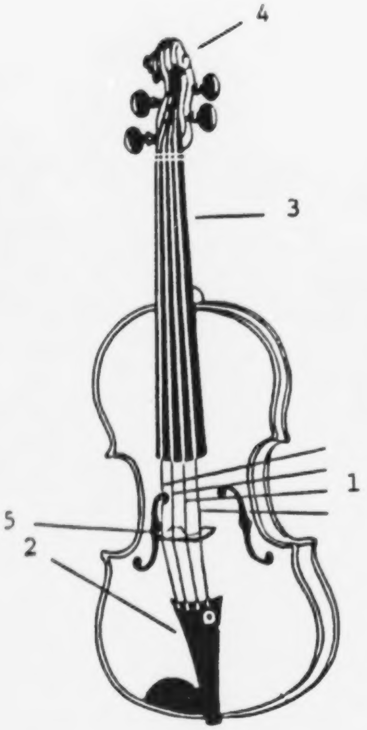
1. A. neck
   B. tailpiece
   C. peg
   D. strings

2. A. neck
   B. nut
   C. scroll
   D. tailpiece

3. A. fingerboard
   B. bridge
   C. scroll
   D. tailpiece

4. A. F hole
   B. tailpiece
   C. scroll
   D. fingerboard

5. A. neck
   B. bridge
   C. tailpiece
   D. nut



**BUBBLE IN THE CORRECT ANSWER TO THE FOLLOWING QUESTIONS:**

| | T | F | | | |
|---|---|---|---|---|---|
| 1 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 2 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 3 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 4 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 5 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 6 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 7 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 8 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 9 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 10 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |

NUMBER CORRECT________

SCORE__________________

## STRINGS

Name ________________

## LEVEL I
## CURRICULUM GOAL # 1c

Class ________________

Identify the parts of the instrument pictured below by answering the following questions.

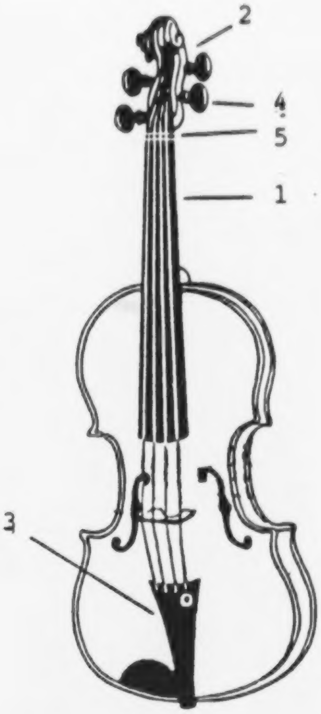
1. A. neck
   B. nut
   C. scroll
   D. tailpiece

2. A. F hole
   B. tailpiece
   C. body
   D. scroll

3. A. fingerboard
   B. bridge
   C. scroll
   D. tailpiece

4. A. body
   B. scroll
   C. neck
   D. tuning pegs

5. A. F hole
   B. tailpiece
   C. nut
   D. fingerboard



**BUBBLE IN THE CORRECT ANSWER TO THE FOLLOWING QUESTIONS:**

| | T | F | | | |
|---|---|---|---|---|---|
| 1 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 2 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 3 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 4 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 5 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 6 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 7 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 8 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 9 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 10 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |

NUMBER CORRECT________

SCORE____________________

## STRINGS

## LEVEL I
## CURRICULUM GOAL # 1d

Name ____________

Class ____________

Identify the parts of the instrument pictured below by answering the following questions.

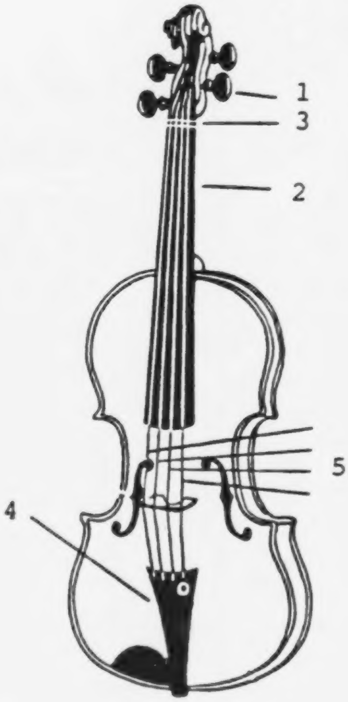
1. A. body
   B. scroll
   C. neck
   D. tuning pegs

2. A. neck
   B. nut
   C. scroll
   D. tailpiece

3. A. neck
   B. bridge
   C. tailpiece
   D. nut

4. A. F hole
   B. tailpiece
   C. body
   D. scroll

5. A. neck
   B. tailpiece
   C. tuning pegs
   D. strings



BUBBLE IN THE CORRECT ANSWER TO THE FOLLOWING QUESTIONS:

|  | T | F |  |  |  |
|---|---|---|---|---|---|
| 1 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 2 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 3 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 4 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 5 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 6 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 7 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 8 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 9 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 10 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |

NUMBER CORRECT__________

SCORE______________

B

# STRINGS

## LEVEL I
## CURRICULUM GOAL # 2a

NAME___________

CLASS___________

1. Before putting your bow away, you need to loosen the bow hairs.
   a. true
   b. false

2. Do not wipe rosin off the instrument before putting it away.
   a. true
   b. false

3. It is okay to leave your instrument in the sun or rain.
   a. true
   b. false

4. You should wash your hands after meals before you play your instrument.
   a. true
   b. false

5. If your instrument breaks you should take it to your teacher or to the the repair store.
   a. true
   b. false

6. It is okay to stuff your case with balls, books, pennies, or toys.
   a. true
   b. false

7. You should keep your case closed and latched when you're not using it.
   a. true
   b. false

8. It is okay to rub the bow hair on your hands and face.
   a. true
   b. false

BUBBLE IN THE CORRECT ANSWER TO THE FOLLOWING QUESTIONS:

| | T | F | | | |
|---|---|---|---|---|---|
| 1 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 2 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 3 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 4 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 5 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 6 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 7 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 8 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 9 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 10 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |

NUMBER CORRECT_________

SCORE____________________

B

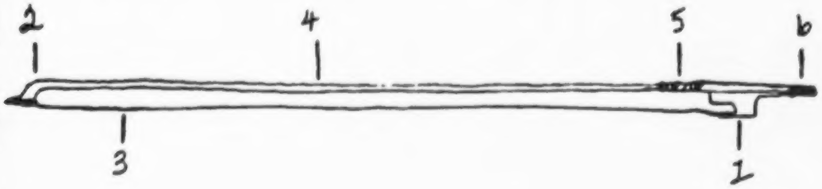
### STRINGS

### LEVEL I
### CURRICULUM GOAL # 3a

NAME____________

CLASS____________

Identify parts of the bow pictured below:



1. a. screw
   b. grip
   c. frog
   d. stick

2. a. stick
   b. point or tip
   c. grip
   d. hair

3. a. frog
   b. grip
   c. hair
   d. stick

4. a. screw
   b. stick
   c. hair
   d. frog

5. a. frog
   b. hair
   c. stick
   d. grip

6. a. grip
   b. point or tip
   c. screw
   d. stick

**BUBBLE IN THE CORRECT ANSWER TO THE FOLLOWING QUESTIONS:**

| | T | F | | | |
|---|---|---|---|---|---|
| 1 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 2 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 3 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 4 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 5 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 6 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 7 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 8 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 9 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 10 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |

NUMBER CORRECT________

SCORE__________________

B

# STRINGS

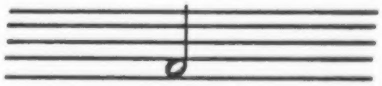
NAME ____________

CLASS ____________

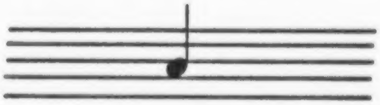
## LEVEL 1
## CURRICULUM GOAL #4a

**Indicate the number of counts for each of the following notes and rests:**

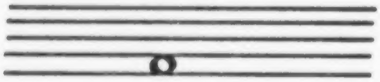
1. A. 1 count
B. 1/2 count
C. 4 counts
D. 2 counts



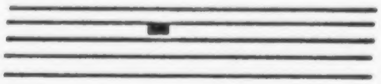
2. A. 4 counts
B. 2 counts
C. 1 count
D. 1/2 count



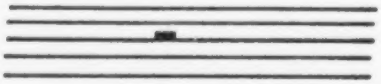
3. A. 4 counts
B. 1 count
C. 1/2 count
D. 2 counts



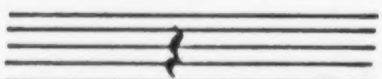
4. A. 1 count
B. 4 counts
C. 1/2 count
D. 2 counts



5. A. 2 counts
B. 1/2 count
C. 4 counts
D. 1 count



6. A. 4 counts
B. 2 counts
C. 1 count
D. 1/2 count



**BUBBLE IN THE CORRECT ANSWER TO THE FOLLOWING QUESTIONS:**

| | T | F | | | |
|---|---|---|---|---|---|
| 1 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 2 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 3 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 4 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 5 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 6 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 7 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 8 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 9 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 10 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |

NUMBER CORRECT________

SCORE__________________

## STRINGS

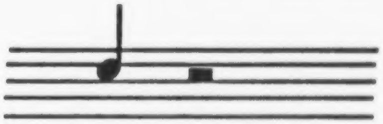
## LEVEL 1
## CURRICULUM GOAL #4b

*NAME* ______________________

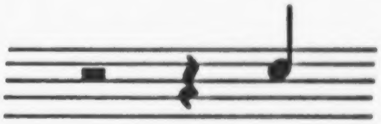
CLASS ______________________

**Indicate the number of counts for each of the following notes and rests:**

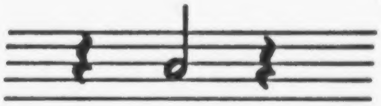
1.
A. 4 counts
B. 1 count
C. 3 counts
D. 2 counts



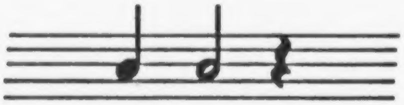
2.
A. 1 count
B. 2 counts
C. 4 counts
D. 5 counts



3.
A. 2 counts
B. 3 counts
C. 1 count
D. 4 counts



4.
A. 4 counts
B. 3 counts
C. 1 count
D. 2 counts



**BUBBLE IN THE CORRECT ANSWER TO THE FOLLOWING QUESTIONS:**

| | T | F | | | |
|---|---|---|---|---|---|
| 1 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 2 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 3 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 4 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 5 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 6 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 7 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 8 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 9 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 10 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |

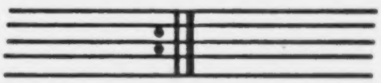
NUMBER CORRECT________

SCORE__________________

STRINGS NAME______________

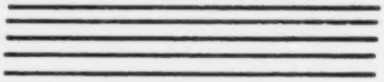
LEVEL I
CURRICULUM GOAL # 11a CLASS______________

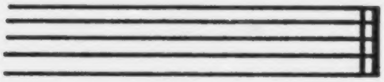
1. What is the name of this musical symbol?

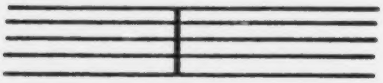


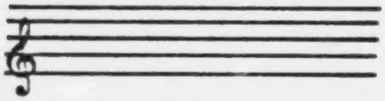
a. time signature
b. treble clef
c. repeat sign
d. sharp sign

2. Which of the following is a bar line?

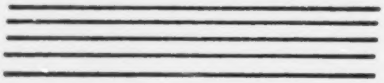
a. 

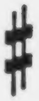
b. 

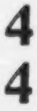
c. 

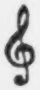
d. 

3. Which of the following is a musical staff?

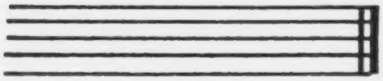
a. 

b. 

c. 

d. 

4. This symbol means:



a. repeat the song
b. crash the cymbals
c. the end of the song
d. go on the the next line

BUBBLE IN THE CORRECT
ANSWER TO THE
FOLLOWING QUESTIONS:

| | T | F | | | |
|---|---|---|---|---|---|
| 1 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 2 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 3 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 4 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 5 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 6 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 7 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 8 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 9 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 10 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |

NUMBER CORRECT__________

SCORE____________________

# STRINGS

## LEVEL I
## CURRICULUM GOAL # 12a

NAME____________

CLASS____________

1. Pizzicato. This word means
   - a. use the bow
   - b. pluck the string
   - c. order a small pizza
   - d. rest

2. When you play pizzicato you
   - a. usually use the right hand
   - b. put your thumb on the side of the fingerboard
   - c. pluck the string with your index finger
   - d. all of the above

3. The best way to pluck the string is to
   - a. pull the string up and let go
   - b. pull the string a little to the side and let go
   - c. push the string up with the fingernail
   - d. grab the string with the thumb and index finger

4. Where should the string be plucked?
   - a. at the top of the fingerboard, close to the scroll
   - b. between the middle and bottom of the fingerboard
   - c. close to the bridge, where the bow goes
   - d. below the bridge

BUBBLE IN THE CORRECT ANSWER TO THE FOLLOWING QUESTIONS:

| | T | F | | | |
|---|---|---|---|---|---|
| 1 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 2 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 3 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 4 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 5 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 6 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 7 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 8 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 9 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 10 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |

NUMBER CORRECT________

SCORE__________________

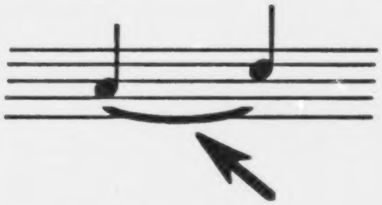
## STRINGS

NAME____________

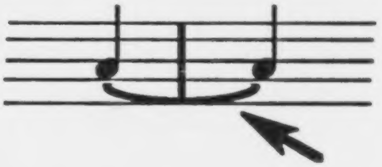
## LEVEL I
## CURRICULUM GOAL # 13a

CLASS____________

1. This musical symbol is called a
   a. run
   b. tie
   c. slur
   d. happy face



2. This musical symbol is called a
   a. tie
   b. slur
   c. curvy
   c. sad face



3. A tie always connects
   a. two different notes into one bow
   b. two different notes across a bar line
   c. two of the same notes
   d. three different notes into one bow

4. A slur connects
   a. two or more of the same notes into one bow
   b. two or more different notes into one bow
   c. two or more of the same notes across a bar line
   d. only half notes

BUBBLE IN THE CORRECT
ANSWER TO THE
FOLLOWING QUESTIONS:

| | T | F | | | |
|---|---|---|---|---|---|
| 1 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 2 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 3 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 4 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 5 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 6 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 7 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 8 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 9 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 10 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |

NUMBER CORRECT________

SCORE__________________

## STRINGS

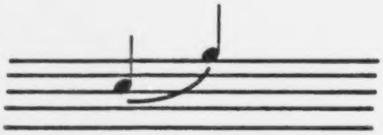
NAME ____________

## LEVEL I
## CURRICULUM GOAL # 11,12,& 13a

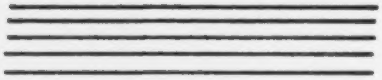
CLASS ____________

1. Which word means to pluck the string?
   - a. arco
   - b. upbow
   - c. pizzicato
   - d. pizzipluck

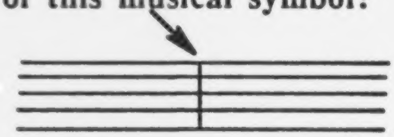
2. Is this a slur or a tie?
   - a. slur
   - b. tie



3. What is the name of this musical symbol?
   - a. clef sign
   - b. repeat sign
   - c. staff
   - d. bar lines



4. What is the name of this musical symbol?
   - a. staff
   - b. bar line
   - c. repeat sign
   - d. clef sign



BUBBLE IN THE CORRECT ANSWER TO THE FOLLOWING QUESTIONS:

|  | T | F |  |  |  |
|---|---|---|---|---|---|
| 1 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 2 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 3 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 4 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 5 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 6 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 7 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 8 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 9 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 10 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |

NUMBER CORRECT__________

SCORE____________________

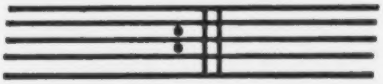
**STRINGS**

**NAME____________**

**CLASS____________**

## LEVEL I
## CURRICULUM GOAL # 11,12,&13b

1. What is the name of this musical symbol?
   - a. time signature
   - b. treble clef
   - c. repeat sign
   - d. sharp sign



2. The best place on the fingerboard to pizzicato is:
   - a. at the top near the scroll
   - b. close to the bridge, where the bow is used
   - c. below the bridge
   - d. between the middle and bottom of the fingerboard

3. The best way to pluck the string is to:
   - a. pull the string up and let go
   - b. pull the string a little to the side and let go
   - c. push the sring up with the fingernail
   - d. grab the string with the thumb and index finger

4. A tie always connects:
   - a. two different notes into one bow
   - b. two different notes across a bar line
   - c. two of the same notes into one bow
   - d. three different notes into one bow

**BUBBLE IN THE CORRECT ANSWER TO THE FOLLOWING QUESTIONS:**

| | T | F | | | |
|---|---|---|---|---|---|
| 1 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 2 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 3 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 4 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 5 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 6 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 7 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 8 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 9 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 10 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |

**NUMBER CORRECT________**

**SCORE__________________**

**B**

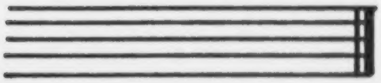
# STRINGS

## LEVEL I
## CURRICULUM GOAL # 11,12,13c

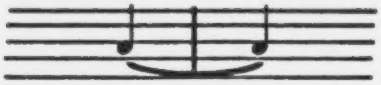
NAME____________

CLASS____________

1. This symbol means
   a. repeat the song
   b. crash the cymbals
   c. the end of the song
   d. go on to the next line

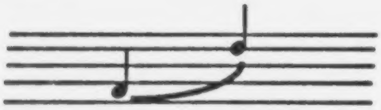


2. This musical symbol is called a
   a. tie
   b. slur



3. When you play pizzicato you
   a. usually use the right hand
   b. put your thumb on the side of the fingerboard
   c. pluck the string with your index finger
   d. all of the above

4. This musical symbol is a
   a. tie
   b. slur



BUBBLE IN THE CORRECT ANSWER TO THE FOLLOWING QUESTIONS:

| | T | F | | | |
|---|---|---|---|---|---|
| 1 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 2 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 3 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 4 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 5 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 6 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 7 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 8 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 9 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 10 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |

NUMBER CORRECT_________

SCORE________________

# STRINGS

## LEVEL I
## CURRICULUM GOAL # 15a

Name ____________

Class ____________

1. V

A. use the bow
B. down bow
D. pluck the string
E. up bow

2. Treble clef (violin)

A. 𝄞
B. 𝄢
C. 𝄡
D. down bow

3. Arco

A. pluck the string
B. 𝄡
C. use the bow
D. down bow

4. Alto clef (viola)

A. 𝄞
B. 𝄢
C. 𝄡
D. down bow

5. Pizzacato

A. 𝄢
B. pluck the string
C. up bow
D. use the bow

**BUBBLE IN THE CORRECT ANSWER TO THE FOLLOWING QUESTIONS:**

| | T | F | | | |
|---|---|---|---|---|---|
| 1 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 2 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 3 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 4 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 5 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 6 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 7 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 8 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 9 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 10 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |

NUMBER CORRECT ________

SCORE ____________________

## STRINGS

Name ______________

## LEVEL I
## CURRICULUM GOAL # 15b

Class ______________

**1. Pizzacato**

A. pluck the string
B. 𝄞
C. up bow
D. use the bow

**2. Arco**

A. pluck the string
B. 𝄢
C. down bow
D. use the bow

**3. 𝆪**

A. up bow
B 𝄡
C. down bow
D. pluck the string

**4. Bass clef (cello or bass)**

A. 𝄞
B. 𝄢
C. 𝄡
D. up bow

**5. Alto clef (viola)**

A. 𝄞
B. 𝄢
C. 𝄡
D. pluck the string

BUBBLE IN THE CORRECT ANSWER TO THE FOLLOWING QUESTIONS:

| | | | | | |
|---|---|---|---|---|---|
| | T | F | | | |
| 1 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 2 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 3 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 4 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 5 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 6 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 7 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 8 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 9 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 10 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |

NUMBER CORRECT________

SCORE____________________

## STRINGS

Name ______________

## LEVEL I
## CURRICULUM GOAL # 15c

Class ______________

1. Bass cleff (cello or bass)
   - A. 𝄞
   - B. 𝄢
   - C. 𝄡
   - D. use the bow

2. 𝆪
   - A. up bow
   - B. pluck the string
   - C. down bow
   - D. 𝄞

3. Arco
   - A. use the bow
   - B. down bow
   - C. 𝄡
   - D. pluck the string

4. Treble Clef (violin)
   - A. 𝄞
   - B. 𝄢
   - C. 𝄡
   - D. down bow

5. V
   - A. pluck the string
   - B. 𝄢
   - C. up bow
   - D. use the bow

**BUBBLE IN THE CORRECT ANSWER TO THE FOLLOWING QUESTIONS:**

|  | T | F |  |  |  |
|---|---|---|---|---|---|
| 1 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 2 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 3 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 4 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 5 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 6 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 7 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 8 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 9 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 10 | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |

NUMBER CORRECT________

SCORE__________________

September begins our annual enrollment for new music students in the instrumental program. Because your child has shown an interest in a stringed instrument and/or has been recommended by the teachers at school, I am sending you and your child this special invitation to join the school orchestra.

The Mesa Public Schools offer beginning stringed instrument instruction in grades 4, 5, and 6. These lessons are free of charge and are held twice a week for 30 to 40 minutes during the school day. The student is responsible for making up any classroom work missed during the lessons. Instruments and the required method books are readily available from local music stores in the area on a rental or purchase plan. If you have a problem acquiring an instrument, please contact me at school.

Learning to play a stringed instrument and belonging to the school orchestra opens up a whole new world of friendship and fun. As a string player, a child is able to take advantage of music performance with orchestras at the junior high and high school levels. The opportunities for playing a stringed instrument after high school are abundant. Many university orchestras offer generous scholarships to string players. Community orchestras, chamber music groups, professional metropolitan symphonies, television and movie studio orchestras provide opportunities for income. Orchestra students may participate fully in the academic offerings in school, athletics, and other extra-curricular activities.

There are certain accessories your child will need in order to function as a string player. Many of these are furnished with the instrument upon rental or purchase or they may be purchased at the same time. Be certain that you take your child with you when you go to the music store to rent or purchase an instrument, or you may take a size recommendation with you from your child's teacher.

There are several instruments on the market advertised as quality instruments which are extremely below standard. When you rent or purchase an instrument, make sure you obtain one which will give your child a chance to succeed. A committee of string teachers has evaluated the following instruments and has found them to be of reasonable good quality. These instruments are: ROTH, GLAESEL, LEWIS, KNILLING, and PFRETZSCHNER.

If you have any concerns regarding the selection of an instrument, I will be most happy to assist you. Your child will need the following items:

1. Instrument outfit (instrument, bow, case, rosin)
2. Music Book I ____________________________
3. Music stand (an inexpensive folding stand would be fine)
4. ________________________________________

As with any course of study, individual effort on the part of the student is essential. I encourage each student to set aside a period of time every day for home practice.

If I can be of any assistance, please feel free to contact me and I will be most happy to help in any way I can. If you would like to give your child this opportunity, or if you need more information, please fill out the form on the reverse side, detach and return it to the school music teacher.

Sincerely,

String Music Teacher

**IT'S FUN TO PLAY IN THE ORCHESTRA**

C

*Hendrix Music Department*

*Hendrix Junior High School*
*1550 West Summit Place, Chandler, Arizona 85224*
*(602) 345-2972 Ext. 44*

Dear Orchestra Parents and Students,

I would like to help you become more familiar with the fine orchestra program at Hendrix Junior High School. We are a growing program that is setting high standards of excellence in performance and music education. We would like you to become a part of our musical family. I hope that the information in this letter will help you to register for orchestra next year.

All music classes in junior high meet daily for a full fifty minute period; music is not a "pull out" program. There are generally no before or after school rehearsals. Some district owned instruments are available for your use on a check-out basis.

The Concert Orchestra performs at many different functions, including the Arizona State Fair, a Dinner Theater, an Elementary Tour, our Quarterly Evening Concerts and several Festivals. The final festival is held in Flagstaff at Northern Arizona University. To be a member of this outstanding group you will need to audition on scales and a classical solo selection. Auditions are held during the first week of school and again in December for the second semester.

The Prep Orchestra is the ensemble that most seventh grade students will take prior to Concert Orchestra. Prep Orchestra will prepare you to audition for Concert Orchestra by improving and expanding your musical skills in the following areas: high position work, vibrato, key signatures, rhythmic accuracy, tone production and correct position. This group will perform at the Quarterly Evening Concerts and (depending on the group's instrumentation and availability) our district OTA Festival.

Unfortunately, some seventh grade students feel that they cannot take orchestra because it will use up their elective choice for that year. Though it is true that orchestra will take up the slot for your seventh grade elective, there are some things you should carefully consider before making a decision.

1. Remember that you will have one additional elective during your eighth grade year and six electives when you are in ninth grade. You will have this time later on to start a new elective without giving up your orchestra experience.
2. Some students say, "I'll wait a year and sign up then." You cannot, without a great deal of extra effort, make up for the more than 145 hours of rehearsal that a continuing orchestra member puts in during one year of class study alone.
3. In most cases, you will fall behind your friends who continue with orchestra.
4. In most cases, you can start a new elective at any time during your next six years of school.
5. Some students say, "I can take private lessons instead." My experience, in over ten years of teaching, has shown me that this practically always means the end of the student's musical experience. After a few months of instruction, with no perfomance opportunities, playing one's instrument loses its original meaning and purpose.
6. Music, like exercise, is an ongoing process. Taking an extended period of time away from such an activity will usually result in a considerable drop in your skills, making starting up difficult and discouraging.

C

So, if you have been successful and enjoy your music, don't change course now. Junior high is really when the fun, challenge and joy of playing music begins.

Below you will find a sample copy of schedules for the seventh, eighth and ninth grade years so that you can see how the elective choices can work for orchestra students. If you have any questions, please give me a call at 345-2972, extension 44. I'll be glad to help you in any way that I possibly can.

Sincerely,

Richard L. Chelpka

Richard L. Chelpka, Orchestra Director

## SEVENTH GRADE REGISTRATION FORM - 1989-90

| **1st Semester** | **2nd Semester** |
|---|---|
| 1. English | 1. English |
| 2. Mathematics | 2. Mathematics |
| 3. Social Studies | 3. Social Studies |
| 4. Physical Education | 4. Physical Education |
| 5. Reading | 5. Science |
| 6. ***Orchestra*** | 6. ***Orchestra*** |

## EIGHTH GRADE REGISTRATION FORM - 1990-91

| **1st Semester** | **2nd Semester** |
|---|---|
| 1. English | 1. English |
| 2. Mathematics | 2. Mathematics |
| 3. Science | 3. Reading |
| 4. Social Studies | 4. Social Studies |
| 5. Physical Education | 5. ▨ |
| 6. ***Orchestra*** | 6. ***Orchestra*** |

## NINTH GRADE REGISTRATION FORM - 1991-92

| **1st Semester** | **2nd Semester** |
|---|---|
| 1. English | 1. English |
| 2. Mathematics | 2. Mathematics |
| 3. World History/Geography I | 3. World History/Geography II |
| 4. ▨ | 4. ▨ |
| 5. ▨ | 5. ▨ |
| 6. ***Orchestra*** | 6. ***Orchestra*** |

Sent To All 9th Graders' Parents.

To: POTENTIAL DOBSON ORCHESTRA STUDENTS AND PARENTS
FROM: RICH CHRISTENSEN (Dobson Orchestra Director)
Date: January 7, 1990
Subject: Registration--attached pages

Hi--hopefully the attached pages explain orchestra classes at Dobson. I enjoy teaching strings, and hope you elect to continue your orchestra experience here. I would like to encourage you to discuss orchestra at Dobson with students you may remember from last year in Jr. Hi. who are now at Dobson. I am sure they can answer many of your questions.

I want to particularly encourage you to try to plan your 3 years at Dobson. You will see that you do have time to be in music. Most string students are also in one or more AP academic classes. They enjoy the change from the academic grind. The counselors will push academics, and try to scare you when they come to your school. Do not let this concern you. They are trying to get you to do as much as possible as soon as possible. They do this so that if you become a dropout, you will have as much education behind you as possible. Again--do not kill yourself academically. Many students sign up for too heavy an academic load as a sophomore, then end up dropping classes, and not doing well in others.

I would like to encourage you to plan to take a class each period during your 3 years at Dobson. Take advantage of the many opportunities for growth that are provided for you. A few years from now, it will mean nothing to you that you "cruised" in the afternoon of your senior year instead of taking classes. However, the classes you take will be very important to you.

Sometimes you figure your schedule and it doesn't look like you have the time to do everything. Please call me. Often I can suggest creative ways to do it all. I can be reached at home at 894-6585, or at school at 898-2905.

**Which orchestra should you sign up for?** Everyone wants to be in the top group, but this is not realistic. Ask your Jr. Hi. teacher which group he/she thinks you should be in, and sign up accordingly. I will audition you all in April, and can make any necessary changes at that time. What is most important is that you get signed up. Regardless of which orchestra you sign up for,(MU43, or MU44), you should also sign up for MU45 second semester. This gives us the flexibility to move you into that group if your playing ability warrants it. If you should not be in MU45 second semester, I will make the necessary changes a year from now. I would really like to encourage you to sign up for MU65 if you are interested in it. Again, when I hear you in April we can make a change if it should be necessary. Meanwhile, if you wait till then to sign up, the class will not be taught.

C

TO: POTENTIAL DOBSON ORCHESTRA STUDENTS AND PARENTS
FROM: RICH CHRISTENSEN (Orchestra Director)
Date: January 7, 1991
Subject: Registration, school year 1991-92

As you know, Mesa schools does registration for the upcoming school year sometime in February. On the results of this enrollment they base class offerings, teacher assignments etc. In other words, if you decide to change your mind about a class and assume you can change it in August, this may not be possible because the class may have been cancelled, or there may not be a teacher to instruct the class. Please take the February registration seriously. Dobson lost 7 teacher positions this current school year because approximately 200 students did not bother to register in February. This impacted all areas. The music department lost Music Theory, 2nd semester Guitar, and Strolling Strings. These classes had what administration considered marginal enrollment numbers, so they were first to be cancelled. Ironically, all three of these classes had several students want to join later, and undoubtedly the classes would have been taught if these students had enrolled in February.

As you are aware, we have a strong string program. I want to see that program continue, and improve as much as possible. Each one of you is important to our success. Only by your support of the orchestra program, can it offer you the quality of an orchestra you will enjoy being a part of. Quality instruments and private lessons are very important to the success of the groups. If it is possible for you to have these advantages please take advantage of them. You will not only become a better musician, and help create a better orchestra, but you will become a better individual in the process. Quality music experience is a vital part of a well-rounded education.

To avoid possible misunderstandings, and ensure good communication, I will list all String classes to be offered at Dobson during school year 1991-92 below, and discuss each briefly.

**MU 43 CONCERT ORCHESTRA**--open to anyone who plays, or would like to play a string instrument. Emphasis in the class is on improving playing skills, not on performance. This is usually a class of 15-25, and provides ample opportunity for director-student interaction which really accelerates performance skills. This is usually a very fun class for me as well as the students. I am very willing to take each student at whatever skill level they may be at, and work from that point. This class may be repeated for credit, and may be taken concurrently with any other string class, or music class. Sometimes a student who wants to learn another instrument will be in the class while also being in (for instance) Symphony Orchestra. This class meets daily and students receive 1/2 credit per semester. 1 credit per year.

**MU 44 SYMPHONY ORCHESTRA**--Open to advanced string players by audition only. This group performs professional symphonic literature, and the playing demands on the individual performer are great. The class requires excellent rehearsal discipline and concentration, as well as consistent individual practice, and sectionals as necessary. This is an excellent group, and one that plays the great symphonic literature. This is a real "peak Experience" class. You may never work with a more talented, motivated, intelligent group of people. It is an exhilarating, but demanding experience. The group is limited to strings who can play the music, and who will provide a balanced ensemble of the size to play the great symphonic literature. This class meets daily and students receive 1/2 credit per semester. 1 credit per year. The class may be repeated for credit.

**MU45 FULL SYMPHONIC ORCHESTRA**--At Dobson, we believe that we provide a higher quality orchestra experience by our approach to full orchestra. This class meets twice weekly during "A" hr. (7:00-8:00AM). Students receive 1/4 credit 2nd semester. All string students who are in MU44 must also register for MU45 2nd semester. In reality, we begin rehearsals about mid-November. However, some students take another class A hr. during 1st semester. Thus far, the majority do not, and it allows us to begin to put the group together, and allows us much greater musical advancement.

Advantages to this approach are **1**. Strings can achieve more because they can work exclusively on string problems during MU44. **2**. We have the very best wind and percussion players in the orchestra because they can also be in the Symphonic Band, therefore strengthing both groups.

Previously we offered 1/2 credit for this class, but administration now charges extra for any class taken as a 7th class that is 1/2 or more credit. Since most of our students have ample credits, we chose to make the class 1/4 credit instead of having students pay extra who may have 6 other classes already. To be in MU45, you must be in MU44 and vice versa. Class may be repeated for credit.

**MU65--SHOWCASE STRINGS**--Admission is by audition or consent of the director. This class is offered both semesters, and carries 1 credit for the year, or 1/2 credit per semester. This is a highly performance-oriented class. A student must be concurrently enrolled either in MU43, or MU44. A wide range of musical forms and styles are used including chamber music, jazz, and pop. Previously this class has been tied to a specific period. This is not the case this year. It will be taught during the regular academic day, and on a regular class basis. Perhaps one of the most appreciated concepts from an audience point of view is that of a "strolling strings" group in a dinner music setting. String players are hired often in real life to perform in the country club atmosphere, at dinners, parties, banquets, conventions etc. This class provides students the opportunity to develop these same skills. It is also lots of fun. We go lots of places, and see new things and experience different surroundings. In short, this is what the real world of a professional performer would be like. You can also write or arrange your own music if you like. We would like to have a pianist, and perhaps a drummer or two in this group in addition to 15-20 string players.

Thank you. If you have questions, please feel free to call me at school 898-2905, or at home 894-6585.

Sent To All 10th & 11th Grades.

TO: ORCHESTRA STUDENTS AND PARENTS
FROM: RICH CHRISTENSEN (Orchestra Director)
Date: January 7, 1991
Subject: Registration, school year 1991-92

As you know, Mesa schools does registration for the upcoming school year sometime in February. On the results of this enrollment they base class offerings, teacher assignments etc. In other words, if you decide to change your mind about a class and assume you can change it at a later date, this may not be possible because the class may have been cancelled, or there may not be a teacher to instruct the class. Please take the February registration seriously. Dobson lost 7 teacher positions this school year because approximately 200 students did not bother to register in February. This impacted all areas. The music department lost Music Theory, 2nd semester Guitar, and Strolling Strings. These classes had what administration considered marginal enrollment numbers, so they were first to be cancelled. Ironically, all three of these classes had several students want to join later, and undoubtedly the classes would have been taught if they had enrolled in February.

As you are aware, we have a strong string program. I want to see that program continue, and improve as much as possible. Each one of you is important to our success. Only by your support of the orchestra program, can it offer you the quality of an orchestra you enjoy being a part of. Quality instruments and private lessons are very important to the success of the groups. If it is possible for you to have these advantages please take advantage of them. You will not only become a better musician, and help create a better orchestra, but you will become a better individual in the process. Quality music experience is a vital part of a well-rounded education.

To avoid possible misunderstandings, and ensure good communication, I will list all String classes to be offered at Dobson during school year 1991-92 below, and discuss each briefly.

**MU 43 CONCERT ORCHESTRA**--open to anyone who plays, or would like to play a string instrument. Emphasis in the class is on improving playing skills, not on performance. This is usually a class of 15-25, and provides ample opportunity for director-student interaction which really accelerates performance skills. This is usually a very fun class for me as well as the students. I am very willing to take each student at whatever skill level they may be at, and work from that point. This class may be repeated for credit, and may be taken concurrently with any other string class, or music class. Sometimes a student who wants to learn another instrument will be in the class while also being in (for instance) Symphony Orchestra. This class meets daily and students receive 1/2 credit per semester. 1 credit per year.

**MU 44 SYMPHONY ORCHESTRA**--Open to advanced string players by audition only. This group performs professional symphonic literature, and the playing demands on the individual performer are great. The class requires excellent rehearsal discipline and concentration, as well as consistent individual practice, and sectionals as necessary. This is an excellent group, and one that plays the great symphonic literature. This is a real "peak Experience" class. You may never work with a more talented, motivated, intelligent group of people. It is an exhilarating, but demanding experience. The group is limited to strings who can play the music, and who will provide a balanced ensemble of the size to play the great symphonic literature. This class meets daily and students receive 1/2 credit per semester. 1 credit per year. The class may be repeated for credit.

**MU45 FULL SYMPHONIC ORCHESTRA**--At Dobson, we believe that we provide a higher quality orchestra experience by our approach to full orchestra. This class meets twice weekly during "A" hr. (7:00-8:00AM). Students receive 1/4 credit 2nd semester. All string students who are in MU44 must also register for MU45 2nd semester. In reality, we begin rehearsals about mid-November. However, some students take another class A hr. during 1st semester. Thus far, the majority do not, and it allows us to begin to put the group together, and allows us much greater musical advancement.

Advantages to this approach are 1. Strings can achieve more because they can work exclusively on string problems during MU44. 2. We have the very best wind and percussion players in the orchestra because they can also be in the Symphonic Band, therefore strengthing both groups.

Previously we offered 1/2 credit for this class, but administration now charges extra for any class taken as a 7th class that is 1/2 or more credit. Since most of our students have ample credits, we chose to make the class 1/4 credit instead of having students pay extra who may have 6 other classes already. To be in MU45, you must be in MU44 and vice versa. Class may be repeated for credit.

**MU65--SHOWCASE STRINGS**--Admission is by audition or consent of the director. This class is offered both semesters, and carries 1 credit for the year, or 1/2 credit per semester. This is a highly performance-oriented class. A student must be concurrently enrolled either in MU43, or MU44. A wide range of musical forms and styles are used including chamber music, jazz, and pop. Previously this class has been tied to a specific period. This is not the case this year. It will be taught during the regular academic day, and on a regular class basis. Perhaps one of the most appreciated concepts from an audience point of view is that of a "strolling strings" group in a dinner music setting. String players are hired often in real life to perform in the country club atmosphere, at dinners, parties, banquets, conventions etc. This class provides students the opportunity to develop these same skills. It is also lots of fun. We go lots of places, and see new things and experience different surroundings. In short, this is what the real world of a professional performer would be like. You can also write or arrange your own music if you like. We would like to have a pianist, and perhaps a drummer or two in this group in addition to 15-20 string players.

Thank you. If you have questions, please feel free to call me at school 898-2905, or at home 894-6585.

December 4, 1990

Dear Parents:

I just want to let all of you know how much I am enjoying the string classes here at Whitman school. The students have been working very hard and are anxiously awaiting the winter concert. The teachers here at school have also been extremely cooperative in their support for your children's music lessons. I am looking forward to our concert which is scheduled for December 13 at 6:30.

As will always be, there are times when the students need some additional encouragement to keep up with their practice. There are many ways in which you can help encourage your child, thereby helping him to be successful. The first and probably most important way in which you can help is by your positive interest in his accomplishments on the instrument. A word of encouragement goes a long way. A regularly assigned practice time and place which is comfortable and appropriate is extremely important. Practice needs to become a regular part of the daily routine.

Our classes here at Whitman are going very well especially now that all of the children have instruments. Please feel free to visit our classes at any time. If you have some familiarity with any of the stringed instruments or piano and would like to come over on a regular basis, let me know and I'll put you to work. If you have any questions, please feel free to call me at the District Music Office (898-7892).

When possible, it would be of great benefit if you could attend a symphony concert with your child. Your personal interest in what he is working towards reaps many benefits. On December 10, at 7:00 p.m., Division I of the Metropolitan Youth Symphony will be presenting a concert at the Chandler Center for the Arts. Also on the program this year will be the Phoenix Children's Chorus. This program will be one of the most enjoyable symphony concerts that is available for your child because the participants are all young students from around the valley. The students range in age from 2nd grade through 9th grade and perform extremely well. This is an activity in which your child may want to be involved later in his/her training. Admission is $3.00 for adults and $1.50 for children and I can guarantee you a most pleasurable family outing. Hope you are able to take advantage of this opportunity.

Sincerely,

A. Wayne Roederer
String Music Specialist

November 2, 1989

Dear Parents:

A special "thank you" is in order for having encouraged your child to take up a string instrument. Of course, because he is only a younster, he probably has not expressed his appreciation to you for your aid and encouragement, but as he grows older he will undoubtedly become aware of the personal joy and satisfaction that music brings. Thank you for opening up this new experience for him.

Now that your child is commencing his study in the Beginning Orchestra, an explanation of what we are doing at these beginning stages may be helpful in assuring an understanding between parent, child, and school. These first lessons are planned to teach your child the following:

How to hold the instrument
How to hold the bow
How to take care of the instrument
How to produce a quality sound
How to count various notes and rhythms
The names of the strings
Where to put the fingers on the instrument
Beginning note reading

During this time we begin playing out of our method book, Muller-Rusch String Class Method.

There are many ways in which you can help encourage your child, thereby helping him to be successful. The first and probably most important way in which you can help is by your positive interest in his accomplishments on the instrument. A word of encouragement goes a long way. A regularly assigned practice time and place which is comfortable and appropriate is extremely important. Practice needs to become a regular part of the daily routine.

Our classes here at Whitman are going very well especially now that all of the children have instruments. Please feel free to visit our classes at any time. If you have some familiarity with any of the stringed instruments and would like to come over on a regular basis, let me know and I'll put you to work. If you have any questions, please feel free to call me at the District Music Office (898-7892).

When possible, it would be of great benefit if you could attend a symphony concert with your child. Your personal interest in what he is working towards reaps many benefits. On November 16 at 7:00 p.m. the Metropolitan Youth Symphony will be presenting a concert at Gilbert High School, 1101 E. Elliot Road in Gilbert. This program will be one of the most enjoyable symphony concerts that is available for your child because the participants are all young students from around the valley.The students range in age from 2nd grade through 9th grade and perform extremely well. This is an activity in which your child may want to be involved later in his/her training. Admission is free and I can guarantee you one of the most pleasurable family outings of the season. Hope you are able to take advantage of this opportunity.

Sincerely,

A. Wayne Roederer
String Music Specialist

November 9, 1989

Dear Parents:

I just wanted to let all of you know how much I am enjoying the string classes here at Whitman school. There have obviously been some excellent things happening at school these past years with Mr. Townsend and the students have made me feel very welcome. The teachers here at school have also been extremely cooperative in their support for your children's music lessons. I am looking forward to our concert which is tentatively scheduled for December 13 at 6:30.

As will always be, there are times when the students need some additional encouragement to keep up with their practice. There are many ways in which you can help encourage your child, thereby helping him to be successful. The first and probably most important way in which you can help is by your positive interest in his accomplishments on the instrument. A word of encouragement goes a long way. A regularly assigned practice time and place which is comfortable and appropriate is extremely important. Practice needs to become a regular part of the daily routine.

Our classes here at Whitman are going very well especially now that all of the children have instruments. Please feel free to visit our classes at any time. If you have some familiarity with any of the stringed instruments or piano and would like to come over on a regular basis, let me know and I'll put you to work. If you have any questions, please feel free to call me at the District Music Office (898-7892).

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Sincerely,

A. Wayne Roederer
String Music Specialist

January 27,1991

Dear Parents,

This Thursday, January 31, there will be a concert at Powell Jr. High for the advanced orchestras of the Powell "Feeder" Schools. This concert is designed to show the orchestra students some of the activities and programs available to them in the Jr. High.

Thursday's schedule will include:

1. Powell Orchestra performance.
2. Powell Fiddlers performance.
3. Combined Elem and Jr. High Orchestra .
4. Lunch furnished by Powell.

The Powell orchestra is taught by Lew Felton who is also the Associate Conductor of the Metropolitan Youth Symphony. He is one of the most respected orchestra teachers in the state. I have worked with Mr. Felton on many occasions. Not only does he have exceptionally fine sounding orchestras but his students truly enjoy working with him.

I am sincerely looking forward to seeing our Adams orchestra students blossom as they participate in the Powell program. When students have orchestra every day, they accelerate very rapidly.

This will be a walking field trip leaving at 9:45 and arriving back at Adams approximately 12:15.

Sincerely,

Wayne Roederer

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(Please detach and return)

I would like for my child, ______________________ to participate in the orchestra field trip to Powell on Thursday January 31, and give my permission for him/her to be accompanied by Mr. Roederer for this event. I understand this is a walking field trip.

______________ Date

___________________________ Parent's Signature

December 5, 1989

Dear Students and Parents,

At the regular school board meeting held on Tuesday, November 28, 1989, the School Board gave its approval for and to travel to the All-American Festivals, in Anaheim, California, on April 27-29. The enclosed itinerary and payment schedule will give you a synopsis of this activity. The $151.00 per student cost will cover all of the items on the itinerary (the cost of Disneyland is budgeted at today's group rate. The Disney cost may go up). The term "on your own", as used in the itinerary, indicates where the students are to provide their own meal money.

The payment schedule needs to be met to ensure that funds are in the school account when they are needed. There will be enough fund raising activities provided so that each student will have the opportunity to raise the needed money. Money generated from fund raising, according to State Law, can only be used to cover students trip expenses. All spending money must come from other sources.* (see below) Each fund raising opportunity will be tracked individually. Students that choose not to fund raise will not share in the profits of the fund raising.

The school board has requested that we provide chaperons at a 1 - 10 ratio. If you are interested, and can make the trip, please send a letter. We will fill our chaperon needs on a first come first served basis. The Orchestra will need to provide 3 Chaperons. The Band will need 4 Chaperons.

## INSTRUMENTAL MUSIC DEPARTMENT SPRING ITINERARY

PAYMENT SCHEDULE:

| | |
|---|---|
| JANUARY 17 | $40.00 |
| FEBRUARY 14 | $40.00 |
| *MARCH 7 | $40.00 |
| APRIL 6 | $31.00 |

April 27 7:00 am Bus leaves via Arizona Bus Lines
3:30 pm Arrive at Hotel. (Buses not to arrive any earlier).

1570 South Harbor Blvd.
Anaheim, CA 92802
(714) 772-5721

6:00 pm Dinner at Medieval Times. (15 minute drive)
7662 Beach Blvd.
Buena Park, CA 90622-5670
8:15 pm Arrive back at Hotel.

8:30 pm Leisure time.
10:00 pm Room check.
10:30 pm Lights Out.
April 28 6:00 am Get up (or earlier) -- Breakfast on your own.
7:00 am Bus loads and leave for All American Festivals.
Performance sight at Anaheim Union High School
501 Crescent Way
8:00 am Symphony and Band perform as scheduled.
12:00 pm lunch -- On your own.
1:00 pm Activity - Disneyland
Dinner on your own.
9:30 pm Awards Presentations.
Inn at the Park Hotel on 1855 S. Harbor Blvd.
PM Hotel check (1/2 hour after Disneyland closes).
April 29 Breakfast on your own.
7:00 am interdenominational church service.
8:00 am room check by chaperons and check out of Hotel.
9:30 am load bus.
10:00 am leave for home.
7:00 pm arrive at .

SLEEP TIME -- HAPPY MEMORIES

**NOTE: All fund raising profits will be posted by March 1, 1990 so that each student will know how much money he will need in order to make the final two payments. If a student has earned more money through fund raising than they need, for the final two payments, then difference between what the trip costs and the amount earned will be refunded to them, up to the total cost of the trip. The following examples may be helpful:

Example one: John Doe makes a $40.00 payment in January and February. When it is posted, John finds that he has earned $120.00 through fund raising. John has therefore a $200.00 credit toward the trip. The cost of the trip is 151.00. The difference, or $49.00 would be refunded to him.

Example two: If John had earned, through fund raising, $160.00 he would be refunded his original $80.00 (January and February payments), and the remaining $9.00 would be held in the department to cover incidental expenses or to be used by the orchestra/band council which directs.

## PERFORMANCE STANDARDS AND RULES OF CONDUCT

Rules and Standards of conduct for the All-American Music Festival, April 27-29, 1990.

1. No Drugs, alcohol, or other illegal items are allowed. Students may take labeled over-the-counter items such as aspirin if they are needed. Prescription drugs must be labeled and in the bottle provided at the pharmacy.
2. No sexual or pornographic materials are allowed. There will be no pairing off with a member of the opposite sex. We will

always use the buddy system (three or more persons per group).

3. All school district policies and school rules must be followed. Any willful act against the law, whether Arizona or California, will be punished according to local laws and/or district and school policy. If necessary, the local police will hold the violators until due process is complete.

4. No student or staff member is allowed to use any form of transportation other than the bus or other authorized vehicles. Authorization will come only from

5. Curfews are set in the Itinerary and announced daily by the chaperons. All students and staff members are expected to conform.

6. When traveling on the buses, radios/tape players will be allowed with head sets only.

7. Respect others property and space.

8. All damages (room, bus, etc.) are the responsibility of all those involved. Room damages, are the responsibility of all those who are assigned to that room until the individual(s) responsible is identified.

9. Chaperons have the authority to enforce all school board policies and act in the position of if they are not available.

10. Tardiness is not acceptable. Plan time wisely (showers, hair, etc.). Do not make others wait on you.

11. The Students and staff at High School are expected to be well-groomed. Clothing should always be clean, modest, and appropriate.

Sincerely,

, Orchestra Band

C

January 22, 1990

Dear

According to school records you received an "F" from Social Studies. The no pass no play policy states that a student that receives a failing grade will not be allowed to participate in any adjudicated event. In accordance with the policy you will not be allowed to perform for the following: Regional Festival, Glendale College Festival, and the North Central Area Large Group Festival.

You are to rehearse in class and participate in all activities that are not competitions. In as much as this term will end prior to the California trip, you will be allowed to go subject to your third term grades.

Sincerely,

August 25, 1990

Dear Orchestra Members and Parents,

Welcome back! Let's make this year the best year ever! Please fill out the information sheet and read the following material.

Sincerely,

Director of Orchestras
High School

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ORCHESTRA INFORMATION SHEET

Student Name__________________________School Last Attended______

Street Address________________________City_________Zip__________

Parents Name(s)_____________________________________________

Home Phone_________________Work Phone____________________

Do you play the piano? Yes_______ No________

Instrument___________________

Private Teacher______________________________ Phone______________

I have received the Orchestra Calendar and Grading Policy for High School this year.

Signed (Student)______________________________Date______________

Signed (Parent) ______________________________Date______________

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P.S. Those female students that are new to Concert Orchestra or Symphony must make or have made their own dresses. We will let you know where and when materials and patterns will be available ASAP.

To: Symphony Parents

From:

Subject: Anaheim Trip Fund raising report

According to the original letter you received in December, the first payment for the symphony/ Band Anaheim trip was due on January 17 (40.00). Since our fund raisers were starting about that time. decided to postpone that deadline to give the students a change to fund-raise the money. We are currently having an advertising fund-raiser. There will be several candy sales to follow.

Since the students are not required to participate in fund raising activities, I have no way of knowing how they stand financially at this time. I can only monitor their progress. The next deadline is February 14th, (previously disclosed), and each student must have $80.00 credit in the orchestra account at that time. Two-thirds of the total trip cost must be made available by the shortly thereafter if we are to attend the Anaheim Festival.

We do not have funds in the orchestra account to "float" loans to students. If everyone does not have $80.00 in the account by February 14th it may be necessary to cancel the trip. If this occurs, all money received in the form of out of pocket payments will be returned to you. All money received as fund-raisers must (by law) remain in the orchestra account to pay for deposits and other orchestra expenses.

Currently (as of the mailing of this letter) Your child has a balance of $________________ in the orchestra account. If you have any questions, please call me at 898-3957 between 7:30 am and 10:00 am.

By the time you receive this letter you should have received a phone call from an orchestra council member giving you the same information. It is my hope that we may proceed with this excellent opportunity.

Thanks for your cooperation.

September 12, 1989

Dear Parents,

On Tuesday, September 19, 1989 at 7:30 P.M., there will be a meeting for all orchestra parents at the High School orchestra room. The purpose of this meeting will be to discuss this year's uniform for the Concert and Symphony Orchestras.

Also, on the agenda, will be the calendar for the 1989-90 school year. You should already have received a copy of this calendar from your student, however, extra copies will be available at the meeting if needed.

We sincerely hope you will make an effort to attend this meeting. It is our desire to improve communication, and involve as many parents as possible. We hope to develop a "team spirit" and we need your support on our musical team!

Sincerely,

Orchestra Director

Orchestra Booster President
High School

**MESA PUBLIC SCHOOLS**
Administration Center
549 North Stapley Drive
Mesa, Arizona 85203-7297

James K. Zaharis, Ed.D.
Superintendent

**Larry Mabbitt**
Music Education
Director
602/898-7892

December 14, 1988

Dear Parents,

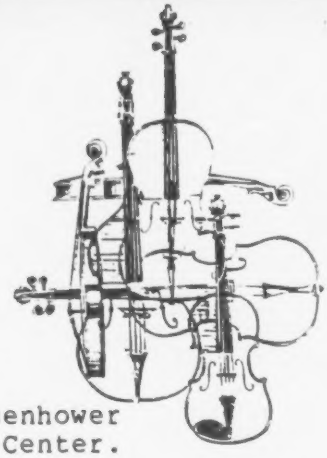
On Monday, Jan 30, 1989, the Eisenhower strings will be giving a program at Kino. This is part of a special mass orchestra of Kino "feeder" schools. We will be excused from school from 8:10 a.m. until 1:00 p.m. We will walk over to Kino, rehearse, and participate in master classes, then we will walk to the park next to Eisenhower for lunch and after lunch we will return to classes.

The concert will be that evening at 6:00 p.m. and everyone will need to report to Kino at 5:30 p.m. for tuning and warmup. This should be a very rewarding experience for the students and also give next year's Kino students a chance to meet Ms. Gilbert, the orchestra teacher.

If you have any questions, please give me a call either at school (833-6314) and I will get back to you or just give me a call at home (969-9350).

Sincerely,

Wayne Roederer



May 18, 1988

Dear Parents,

Just a note to let you know our orchestra concert for Eisenhower will be held this next Monday, May 23, 6:30 in the Media Center. Students need to report to the orchestra room at 6:00 p.m. for tuning and warm-up prior to the program.

The students have progressed very well this year and I am extremely pleased with their performance. The program should last about a half hour. I hope for a chance to meet and visit with some of you I don't yet know.

Sincerely,

Wayne Roederer

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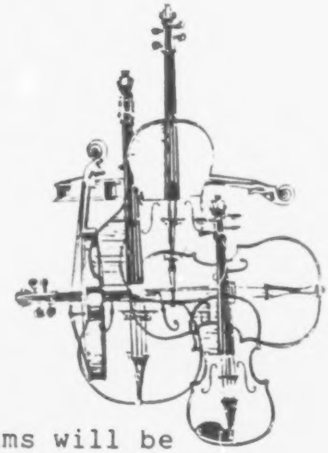

May 18, 1988

Dear Parents,

Just a note to let you know our orchestra concert for Adams will be held this next Tuesday, May 24, at 6:30 in the Multipurpose room. Students need to report to the orchestra room at 6:00 for tuning and warm-up prior to the program.

The students have progressed very well this year and I am extremely pleased with their performance. The program should last about a half hour, then there will be a short reception with cookies and punch. I hope for a chance to meet and visit with some of you I don't yet know.

Sincerely,

Wayne Roederer

# MEMO

**TO:** WHITMAN INTERMEDIATE TEACHERS

**FROM:** WAYNE ROEDERER

**SUBJ:** ORCHESTRA CLASSES

**DATE:** 8-29-90

THE SCHEDULE FOR THIS YEARS STRING CLASSES IS LISTED BELOW. IF YOU HAVE ANY BEGINNING FIFTH AND SIXTH GRADE STUDENTS IN YOUR CLASS, YOU MAY SELECT ANY OF THE BEGINNING TIMES WHICH WORKS BEST FOR YOUR SCHEDULE. ALL SIXTH GRADE RETURNING STUDENTS WILL BE IN THE ADVANCED TIME. MOST FIFTH GRADE STUDENTS WILL BE IN THE INTERMEDIATE CLASS WITH THE EXCEPTION OF A FEW WHO PROGRESSED EXCEPTIONALLY WELL THIS PAST YEAR. I WILL GIVE YOU A LIST OF THESE AFTER I HAVE MET WITH THE RETURNING STUDENTS.

MONDAY AND WEDNESDAY

| | |
|---|---|
| 8:05 - 8:35 | BEGINNING STRINGS ( ROOMS 21 & 28) |
| 8:40 - 9:10 | BEGINNING STRINGS ( ROOM 27) |
| 9:15 - 9:45 | ADVANCED ORCHESTRA |
| 9:50 - 10:20 | INTERMEDIATE ORCHESTRA |

I WOULD LIKE TO MEET WITH ALL RETURNING STUDENTS NEXT THURSDAY, SEPTEMBER 6, AT 1:30 TO CONFIRM WHICH STUDENTS ARE STILL WITH US. ALSO SEND ANY STUDENTS WHO HAVE TRANSFERRED IN FROM OTHER SCHOOLS AND WANT TO CONTINUE PLAYING. THEY WILL NOT NEED TO HAVE INSTRUMENTS FOR THIS FIRST CLASS. PLEASE ASK THEM TO BRING A PENCIL -I WILL FURNISH THE PIZZA.

## SCHEDULE STARTS WEDNESDAY, SEPTEMBER12

D

Date________Room ____

Dear

I'd like to ask you for your cooperation in helping the orchestra students in your class maintain a good academic record AND participate in the orchestra program. Please fill out this form and return it to my mailbox as soon as is convenient. This information will help me:

1. Reward academically responsible students.
2. Prevent orchestra drop-out due to poor academic achievement.
3. Be informed when I communicate with parents.

Thanks for the help!

| NAME | EFFECT OF ORCHESTRA ON ACADEMICS (Check One) | | |
|---|---|---|---|
| | Always makes up classwork-- No Problems. | Sometimes forgets to make up work | Academically in Trouble |
| | | | |
| | | | |
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D

# ORCHESTRAS, 1990-91

Director Associate Director

Membership in the Orchestras:

A. Strings:

| | |
|---|---|
| Concert Orchestra: | Open to all orchestral strings. |
| Symphony Orchestra: | Open to all students, by audition. |
| Showcase Strings: | Open to all string students, by audition. |

B. Winds and Percussion: Selected, by audition from the Marching, Warrior, and Concert Bands for Symphony Orchestra.

Election of Orchestra Council Officers:

Election will take place within two weeks following the start of school and be posted or announced by the following day. President, Vice President and Secretary must be members of the Symphony. Showcase Strings and Concert Orchestra representatives will be selected from their respective groups.

The Orchestra Council responsibilities:

1. Act as the liaison between the students and directors.
2. Help refine policies and procedures.
3. Aid in disciplinary procedures.
5. Assist in determining Letter Awards.
6. Help set up and implement fund raising projects as needed.
7. Assist the director in selecting performance dresses.
8. Assist the director as needed.
9. Assist with the library as needed.
10. Promote a positive spirit and pride in the orchestra.

Officers Responsibilities:

President:

Oversees the operation of the Orchestra Council. Conducts full orchestra business meetings, and assigns tasks to be carried out by other officers, committees and/or orchestra members. Fills in in the absence of any officer.

Vice President:

Chairs meetings in the absence of the president. Chairs the awards committee. Fill in where needed.

Secretary:

Records the minutes of each meeting.

Representatives:

The representatives are responsible to give feedback to the council from the students.

Symphony String Principles as council members:

The Concert Master, Principle Second, Principle Viola, Principle Cello, and Principle Bass will be considered non voting members of the Orchestra Council for the purpose of providing additional feedback.

## Parental Help

1. Remind him to practice new work first.
2. When wrong notes and hesitations keep recurring, suggest:
    a. Practicing in short sections, a few measures at a time.
    b. Practicing more slowly.
    c. Checking carefully the written notes to make sure they have been accurately read.

Parents can and must have the firmness to insist on what they know is best in the long view, regardless of the frequency, length and volume of resistance. Sustaining interest is a real and difficult problem, and it is perhaps in this aspect of music study where parental action is most important.

Written by Charles S. Peters, Supervisor of Instrumental Music for the Joliet, Illinois, Public Schools.

E

# THE MUSICAL PARTNERSHIP

## Parents and Home Practice Are an Integral Part of Success

There is scarcely a more neglected area in the field of instrumental music than that of parent-teacher relationships. The successful and superior student is invariably backed up by an enlightened and progressive parent.

Music study is a three-way partnership composed of teacher, student, and parents. Each member of the partnership has a responsibility. Most parents are eager to be active members of the musical partnership, but need guidance and definition.

## Parent's Responsibilities

What are the parent's responsibilities in the musical partnership?

1. Patience, in repeatedly reminding the student to do his daily stint at his instrument, and in doing this kindly, but firmly.
2. Encouragement, when the going is rough. Some things in music are learned easily; others require intensive and repeated application. Parental sympathy and understanding are important.
3. Imagination, in creating a musical atmosphere in the home by tuning in interesting musical programs on radio and TV; inviting into the home friends who also play, and making playing for one another a part of the occasion; adding an attractive recording to the record collection at frequent intervals.
4. Common Sense, in avoiding undue stress on musical work. All healthy children want and need a considerable daily portion of vigorous physical activity. Trying for a balanced schedule of interests into which music practice fits as a natural and compensating element will pay big musical dividends.

## Favorable Practice Conditions

As a young person advances in his music study and is presented with increasingly difficult problems in thinking and playing music, the regularity and quality of his preparation become more and more important. Regularity and quality can be promoted if parents will assume the responsibility for seeing that favorable practice conditions are assured. Here are some suggestions as to how this can be achieved:

1. Schedule a regular time for practice. Mornings are best, when minds and bodies are fresh and receptive.
2. See that proper physical conditions prevail: a quiet room, adequate lighting on the music stand, sufficient ventilation, comfortable temperature.
3. Keep instruments well-tuned and in first-rate mechanical condition. Nothing is more discouraging than an out-of-tune piano, a clarinet key that sticks, or a saxophone reed that is defective.
4. Praise work well-done. A congratulatory remark may be interjected during a practice session, or a complimentary comment made later during mealtime.
5. Never use practice as punishment. It is advisable occasionally to reschedule a practice period to allow for important conflicting school events, but avoid giving preference to any and all conflicting activities over the practice schedule.

# THE ORCHESTRA NEWSLETTER

VOL. I NO. I CHRISTMAS 1987
FREMONT JUNIOR HIGH AND JEFFERSON, SALK, STEVENSON AND TAFT ELEMENTARY SCHOOLS.

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Dear parents of string players,

The orchestra teachers of Fremont, Salk, Jefferson, Stevenson and Taft would like to introduce you to our new bi-yearly newsletter, put together with you in mind. Included are dates of our concerts, tips on helping your child be successful in music, and much more. Hopefully, this will be a help to you and your child for a very successful year in orchestra. Please feel free to contact any of these teachers whenever you have a question or concern.

Cordially,

Sherry Martell- Fremont: 898-4961
Kathy Mitchell- Stevenson (Tuesdays and Thursdays): 986-1977
Taft (Mondays, Wednesdays, and Fridays): 986-1648
Mark Gordon- Jefferson (Monday and Thursday afternoons): 898-4970
Salk (Tuesday and Friday afternoons): 985-2220

******************************************************************

## FREMONT ORCHESTRA ATTENDS STATE FAIR

Members of the Fremont Concert Orchestra, String Quartet and Fremont Fiddlers spent an afternoon at the State Fair on November 4th. Students performed a half hour program for onlookers after a fun filled day playing games and going on rides. Nikki Fifield even came home with a very LARGE plush, stuffed dog. A good time was had by all!!

******************************************************************

SIXTH GRADE PARENTS AND STRING KIDS!

Look for upcoming information on Jr. High Registration coming soon from Mrs. Martell.

FREMONT STRING QUARTET AND FIDDLERS PERFORM THROUGHOUT THE COMMUNITY at churches, mobile home parks and group meetings of all kinds. If you would like us to perform for your group or function, please call Sherry Martell at 898-4961.

This year's FREMONT FIDDLERS include: January Haverstrom, Angela Rennie, Jeri Leathers, Steve Ovsak, Josh Sullivan, Cindy Johnson, Mary Burd, Annie Headley, Lennard Fuller, Amy Woolley, Nicole Scudder, Matt Bare, and Damon Rice.

Fremont's STRING QUARTET consists of: January Haverstrom, Traci Williams, Nicole Scudder, and Wendy Klingler.

!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!

## HERE ARE SOME TIPS TO HELP YOUR CHILD PRACTICE AT HOME

1. Encourage your child to practice and SUPPORT his endeavors even if he doesn't sound like a professional yet.

2. See to it that your child proctices EVERY DAY. Give him or her some reward or incentive when he/she practices on a regular basis. We suggest that children divide practice sessions into two briefer periods, with a substantial break in between, perhaps a time to do some homework or something more fun! This keeps practice from becoming monotonous.

3. Provide a quiet place away from others for your child to practice. Do not insist that practice time will be at a time when he or she loves to do something else or watch a favorite television show. Although some sacrifice may be necessary, try to keep it minimum.

4. Provide everything your child needs to practice with: instrument, rosin, music books, etc.

5. Don't expect too much too soon.

6. Don't be a teacher! Ask your child what the practice assignment is or what was worked on during the last class period. Expect to hear lots of repetition; that is how musicians learn to play well. Do look for progress reports every nine weeks for suggestions on how your child can improve.

7. Take your child to hear good music at concerts or even on T.V. (Public Television and the Arts and Entertainment channel both provide classical music and the Boston Symphony Pops concerts, etc.)

8. Remember, the study of music promotes the development of self discipline and allows us to enjoy and create things of beauty. It has an important place in each of our lives.

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## *****SCHOOL CONCERT DATES*****

Fremont: Cadet Orchestra, December 14th at 6:30 pm.
Concert Orchestra, December 15th at 7:30 pm.

Taft: All orchestras, December 7th at 7:00 pm.

Stevenson: All orchestras, December 17th at 7:00 pm.

Jefferson: All orchestras, December 10th at 7:00 pm.

Salk: All orchestras, December 17th at 7:00 pm.

## *****OTHER LISTENING OPPORTUNITIES FOR YOU AND YOUR CHILDREN*****

Metropolitan Youth Symphonies: December 3rd at the Mesa Hilton Pavilion at 6:30 until 8:30 pm.

Mesa Symphony Christmas Pops Concerts: December 10th and 11th at Centennial Hall. Concert is FREE! 7:30 pm.

Mesa Symphony Subscription Concert: January 6th at Centennial Hall. 7:30 pm.

!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!

PROUD STUDENTS ARE MEMBERS OF METROPOLITAN YOUTH SYMPHONY!

These students from Fremont have lots to be proud of as members:

Division I: January Haverstrom and Tracy Williams.
Division II: Nicole Scudder and Jeri Leathers.
Division III: Amy Woolley and Anne Mahlmeister.

from Taft:

Division IV: Sarah Wyss, a violinist.

and from Stevenson:

Division II: Jessica Jackson, a violinist.
Division IV: Jennie Wach and Robyn Jackson, violinists and Shane Self, a cellist.

If you would like information on how to get your child into the Metropolitan Youth Symphony, contact your child's string teacher. Memberships are by audition.

THAT'S ALL FOR THIS TIME! WE'LL BE TALKING TO YOU AGAIN IN A FEW MONTHS! HAVE A TERRIFIC HOLIDAY SEASON, FROM ALL OF US!

# Franklin Filharmonic Flyer

MARCH '87

CHALLENGES: First chair players for the month of March are; BETSY UPDIKE, DEANNA TRONE, BRIANA BOYER, and JIMMY DUKE. Congratulatinns to these fine musicians!

REPORT CARDS: Orchestra report cards were went home before Spring Break with all orchestra students. Please return cards to Mr. Olson(signed by a parent) as soon as possible

PRACTICE CHARTS: please remind students to turn in their practice charts on the last class of each week! Two hours = one bonus sticker, three hours or more = two stickers!

SUMMER ORCHESTRA: It's not too early to begin thinking about your children participating in the Mesa Schools' Summer Orchestra Program that is offered thoough the District. Enrollment information is not available at this time, but as soon as I get them I will distribute them to all Orchestra students. Kids have fun and stay "in shape" over the summer months!

STAR BUSTERS: Students who accumulated the most stars and stickers during the last month were:JIMMY DUKE, BETSY UPDYKE, SHANNON LUNT, and BONNIE JEAN LYNES. BRAVO!!!!!!!!!!!!!!

COMING EVENTS:

4/4/87 - Mesa Young Peoples Orchestra Concert
2:00P.M. at Mesa Jr. High Auditorium

4/11/87 - Metropolitan Youth Orchestra Concert
2:00 + 4:00 P.M. at Church Of The Redeemer,
717 N. Stapley, Mesa
4/11/87 - Metropolitan Youth Orchestra Concert
11:00 A.M. at Fiesta Mall

5/6/87 - Metropolitan Orchestra Concert, 7:00 P.M.
at Gilbert High School Auditorium

5/21/87 - Metropolitan Youth Orchestra Concert
7:oo P.M. at Mesa Amphitheatre

MUSIC TRIVIA: draw a line connecting the composer to the country he was assossiated with( worth two bonus stickers!

GERSHWIN
SHOSTAKOVITCH
BACH
DEBUSSEY
BERLIOZ
ROSSINI

GERMANY
ITALY
UNITED STATES
RUSSIA
FRANCE
FRANCE

F

# Franklin Filharmonic Flyer

February '87

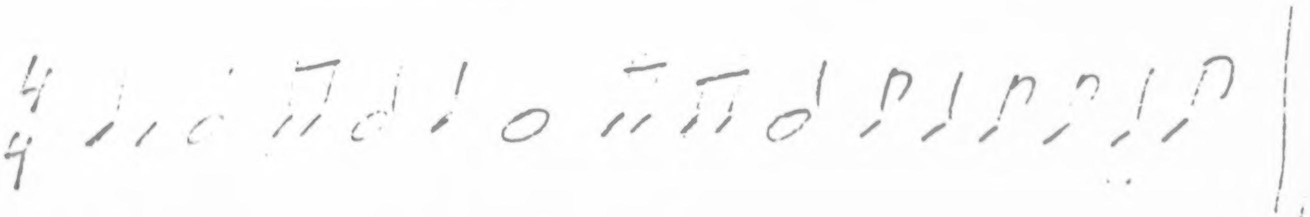
**CHALLENGES:** The following students won "first-chair" honors in their respect classes for the month of February: Betsy Updike, Jonathan Grant Jimmy Duke, and Shannon Lunt. CONGRATULATIONS!!!!!!!

**ORCHESTRA GRADING POLICY:** this is a reminder to both students and parents regarding the grading proceedure that began this grding period. All orchestra members will be given a grade(A,B,C,D,or F) at the end of every six week period. Grades will be determined by attendance, class assignments, playing tests, and practice charts. Please remind your children of this.

**STAR BUSTERS:** Prizes for stars will be given out at each grading period instead of each month as has been the case in the past. Those students with the most stars collected at the end of each grade period will receive a special prize.

**MESA YOUNG PEOPLES ORCHESTRA:** Congratulations to the following Franklin Orchestra students for their selection to the M.Y.P. Orchestra last week-end. They will perform with students throughout the district at a concert in March. Jonathan Grant, Betsy Updike, Bonnie Jeane Lyons, and Lori Alldredge.

**MUSIC TRIVIA :** put measure lines in the appropriate places in the following musical example.



F

I usually do one of These each month.

# ORCHESTRA PARENTS NEWSLETTER

## JANUARY 14, 1990

**Hi! The Parents group** met this month on January 8. The meeting was well attended, and lots of good things were accomplished. The next meeting will be on Tuesday, February 12 at 7:30PM in the Orchestra room. Please plan to attend. We need all the help we can get in support of our musicians.

Attached is a roster of all string students. Parents who are members of the parents group have their names listed and areas they have indicated a willingness to help in. Officers are listed on the extreme right side. Please peruse the list and call Chuck Thompson with any typographical errors or address changes etc. We are always looking for good fundraising ideas. Please come to the meeting and give us your ideas and expertise.

There is a possibility we may be able to **sell Pizza** on Friday, Feb. 15 at the Regional Music Festival which is to be held at Dobson H.S. on Feb. 15-16. This will have to be done by adults since the students will be in school. If you can help us with this, please let Mr. Krebsbach know. This event could provide scholarship help for several students this summer.

The first annual **SOLO & ENSEMBLE CONCERT** will be held next week, January 24, 1991 at 7:30PM in the D.H.S Auditorium. Please plan to attend. Most of our string players are involved in one or more event. This evening provides you with the opportunity to hear the music your student has been preparing. It also lets the student perform before an audience prior to performing for a judge on Saturday. I have been trying to get this event "off the ground" for several years. I know it will help our students be much more successful because of the added experience they will receive. I have felt bad in the past that you never get the opportunity to hear your musician perform after supporting the effort that has gone into preparation.We would like to make this a real nice event for the students, and also for you.

**CALENDAR UPDATES**. Soon after the second semester begins I will revise the calendar you were given at the first of the year. To keep you up to date until then, please note the following,

1. **Solo & Ensemble concert** as mentioned above on January 24, 7:30PM
2. **Solo & Ensemble competition** and Regional Auditions at Cortez H.S. on Saturday, January 26. This is in the area of Black Canyon Freeway and Dunlap. An exact address and detailed information are availavie to your student at school. All students will be required to ride the bus unless you

send a note authorizing other arrangements and releasing us from legal responsibility.

3. **Regional Music Festival** at Dobson H.S. on Feb. 15& 16.
4. **Orchestra Concert** on **February 26,** at 7:30PM in the D.H.S. Auditorium NOT on Feb. 12 as listed on the calendar you received last fall.

**U-HAUL PROBLEMS** Yesterday we were notified that the district is out of funds to rent trucks. What ideas do you have for us to transport instruments to festivals, tour, etc.? We need your input. We also will get **no capital outlay money** next year. Any ideas?

**ENJOY LIVE MUSIC** flyers are attached. Please distribute these where you think they may be noticed. Please "talk up" our musicians. They can provide lots of good entertainment, and raise funds needed at the same time they are improving their playing skills. Do not quote prices, let me do that. We charge a small "honorarium" only that goes directly to the orchestra as a group. As you know, we are not out competing with the professionals, and no students earn money directly. They do however see the results of thier efforts in the form of scholarships, partial tour payments etc.
The attached flyers were prepared and printed by Mr. Steve Dalton, father of Becca Dalton, one of the horn players in the Symphony Orchestra.
Thanks Steve.

As always, let me hear from you with your concerns and ideas. Again, consider private lessons and a good instrument for your child. These really pay off. Thanks.

Rich Christensen (orchestra director
894-6585

# EISENHOWER STRINGS NEWSLETTER

Wayne Roederer, Strings Specialist May 1989

Our final concert will be Thursday, May 25, at 6:30 pm for parents and friends. All musicians should be in the orchestra room for tuning and warmup at 6:00. Students are encouraged to wear "nice" clothes for our program. Girls should wear dresses or skirts and blouses (make sure cello students have attire which will allow them to hold the cello properly) while boys should wear slacks and if possible a collared shirt. This is a time to show off our progress. Many hours have been spent practicing, so plan an evening of music making. See you there!!

Congratulations to Mica Bissinger, Melissa Guthrie, Sarah Linton, Stacey McClure, Mary Jane Stock, Danielle Willis and Rachel Woodworth for participating this year in the Metropolitan Youth Symphony. The final concert was absolutely terrific! Congratulations to everyone!!!!!

There are many opportunities in the Valley for string players. We are very fortunate and have super support! It is time to start thinking about summer school and next year. On the following pages you will find information regarding Metropolitan Youth Symphony, private lessons, and summer orchestra. If you have any questions please feel free to give me a call.

* * * * *

Want to improve your string playing?

Want to have fun with your friends?

Want to keep cool inside this summer?

THEN JOIN SUMMER STRINGS!!

Read on for more information.

Enrollment forms may be obtained from me.

Sign-up TODAY!

CARSON STRINGS Ms Ojala
June 5 - July 6
8:00 Beg Elem Strings
8:45 Int Elem 1-2 yrs exp.
9:30 Adv Elem 2-3 yrs exp.
10:15 Jr. High Orchestra

KINO STRINGS Mr. Andrus
June 12 - July 13
8:00 Beg Elem Strings
8:45 Int Strgs 1 yrs exp
9:30 Adv Strgs 2+ yrs exp
10:15 Jr High Orchestra

# Summer Music Program

## Who May Register

Students in fourth grade or above during the 89-90 school year may enroll in strings and chorus classes. Those in fifth grade or above in 89-90 may enroll in the band program.

## Dates

Classes are held June 5 through July 6 or June 12 through July 13, 1989. See schedule for specifics. Classes meet Monday through Thursday except the week of July 4, then Monday, Wednesday, Thursday and Friday.

## Tuition and Payment

Tuition is $45.00 per student, per class. Non-Mesa Public School students have an additional $15 fee.

Fees are due at registration time. Make check/money order payable to Mesa Public Schools. Checks must have corresponding bank guarantee card account number and expiration date on the back. For your own protection DO NOT SEND CASH.

## Registration

Forms are available from any M.P.S. band or orchestra teacher. Each enrolling student must have a registration form.

Mail completed registration form with payment to:

Summer Music Program
Mesa Public Schools
549 North Stapley Drive
Mesa, AZ 85203-7297

Please mail all four copies of form. Receipts will be distributed to students in class.

## Refund Policy

No refunds after the first week of class. All refunds subject to a $10.00 handling fee unless class is cancelled by Community Education/Music. Sign and submit the refund request form, then allow six to eight weeks processing time.

## Schedule Limits

Schedules are subject to change depending on class enrollment. If a schedule is changed, causing a conflict, students may transfer enrollment to another school or request a refund.

Register early to help ensure a program in the school of your choice. Programs not meeting the minimum enrollment will be cancelled.

## Additional Information

Questions regarding choice or availability of instruments should be directed to your child's band/orchestra director.

With other questions, please contact Wayne Roederer 898-7892.

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## METROPOLITAN YOUTH SYMPHONY

Metropolitan Youth Symphony provides an opportunity for elementary and junior high musicians in the East Valley area to rehearse and perform in a professional environment. MYS members are divided, by ability, into three string orchestras and one full symphony orchestra with actual placement determined by auditions held each September.

During the school year, the MYS orchestras rehearse each Wednesday afternoon at Mesa Community College. The concert schedule includes a minimum of four performances each season. In addition to the concert series, MYS members may participate in a solo recital series and compete for music scholarships. Being a member of MYS gives a young musician an opportunity to perform with a large group (membership in each orchestra averages 65-80), perform in a professional setting, and form friendships with other youngsters who share their interest in music. For more information about MYS, please feel free to contact me.

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## PRIVATE LESSONS

Many parents and students have expressed an interest in private lessons. Private lessons are a wonderful way to encourage your child to play more, give your child special attention, help your child be a better string player, and they are fun. I highly recommend private lessons to students who demonstrate a special interest in their instrument, (i.e practice regularly, students who like to "perform" for their family and friends, students who talk a lot about playing their instrument). Other good candidates for private instruction are those students who enjoy playing their instrument but have a little trouble and need extra help. There are several good private teachers in the area.

When looking for the perfect private teacher for your child, call a couple of teachers. Speak with them, find out if you like them. If you don't, call someone else! Private teachers will want information aobut your child (i.e. how long has your child played, what grade they're in). You should ask the teacher questions as well (i.e. how much are lessons? Where will they be taught? Ask the teacher about their background as a teacher and a performer). Also look for a teacher who is a specialist on your child's instrument, not someone who can "teach all instruments." For more information regarding private lessons and teachers, please call.

| | |
|---|---|
| **Violin** | |
| Andrus, Gordon | 582-5544 |
| Bowling, Marna | 345-1818 |
| Ehlis, Kristine | 969-8062 |
| Engelsman, William | 833-0366 |
| Gordon, Sherry | 981-8273 |
| Missal, Joshua | 969-4969 |
| Nebel, Fred | 890-2678 |
| Ojala, Lynn | 464-9487 |
| Perry, Kathy | 898-9028 |
| Rausch, Marlene | 966-6144 |
| Regier, Sujoy | 461-3065 |
| **Viola** | |
| Andrus, Gordon | 582-5544 |
| Bowling, Marna | 345-1818 |
| Engelsman, William | 833-0366 |
| Gordon, Sherry | 981-8273 |
| Missal, Joshua | 969-4969 |
| Nebel, Fred | 890-2678 |
| Ojala, Lynn | 834-5511 |
| Perry, Kathy | 898-9028 |
| Regier, Sujoy | 461-3065 |
| **Cello** | |
| Bailey, Barbara | 833-4128 |
| Gordon, Mark | 890-8390 |
| Grieser, Diane | 962-7842 |
| Moulding, Volker | 981-6372 |
| Nichols, Robert | 834-3512 |
| Rader, Dick | 832-6312 |
| Rolland, Gail | 969-9744 |
| Schulze, Tascha | 957-6050 |
| Worcester, Richard | 962-1568 |
| **String Bass** | |
| Olson, Barry | 838-3128 |

This is also a time to evaluate your child's interest in strings. ALL of my students have been wonderful and realize that being able to play a stringed instrument is fun, but it does take time to practice. I hope to see ALL my students continuing next year. Believe me, I know how much work it takes to play but it is worth it! I will also be recruiting 3rd graders for next year, so spread the word: strings is fun!

The last week of school can be very hectic. Please remember if you have a school instrument that it must be returned. I will collect instruments after the final concert. Please help me with this process so I can have inventory completed and decide which instruments need to be repaired. If you would like to check out an instrument over the summer, I will get forms for you to sign.

* * * * * * * * * * *

CARE FOR YOUR STRINGED INSTRUMENT

Keep your instrument comfortable. If the location is too hot for you, it is too hot for your instrument. The same is true if it is too cold. Heat is expecially bad for the stringed instrument because it can lead to problems like open glue joints and cracks in the top or back. When traveling by car, keep the instrument with you, not in the trunk. Do not leave the instrument in the car, both because of the threat of theft and because the heat build up. Even on a moderately warm day, it can be tremendous. At home, store your instrument in a room where the humidity remains relatively stable and not too near air conditioning or heating units.

DO handle the bow with care; it is almost as fragile as it looks.

DO release the tension on the hair when it is not in use by turning the screw counter-clockwise several times.

DO apply rosin sparingly on the entire length of the bow before each use.

DO wipe the stick with a soft cloth before putting it away.

DO NOT let the student swing, whip or wave the bow in the air.

DO NOT touch the bow hair, particularly with fingers, clothing, hair, or other skin surfaces.

DO NOT use polish on the stick of the bow.

If the horsehair becomes dirty, too sparse or worn out, the bow needs to be rehaired. Many teachers recommend that the students have their bows rehaired at the beginning of each school year.

* * * * * * *

I would also like to express my gratitude and appreciation to my string students, parents and Eisenhower faculty and staff for making this year at Eisenhower so enjoyable. My best wishes to my 6th grade class as they enter Junior High! Best wishes to everyone for a safe and fun summer and I will see you in the Fall!

# PRACTICE RECORD
# BEGINNING ORCHESTRA

Name ______________________________

Homeroom # ______________________________

Record minutes practiced each day. Parents should initial each day. At least 20 minutes, 5 days a week is recommended for significant progress.

| Wk | | Mon | Tues | Wed | Thrs | Fri | Sat | Sun | | | Teacher Initial |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Minutes | | | | | | | | | | |
| | Initial | | | | | | | | | | |
| 2 | Minutes | | | | | | | | | | |
| | Initial | | | | | | | | | | |
| 3 | Minutes | | | | | | | | | | |
| | Initial | | | | | | | | | | |
| 4 | Minutes | | | | | | | | | | |
| | Initial | | | | | | | | | | |
| 5 | Minutes | | | | | | | | | | |
| | Initial | | | | | | | | | | |
| 6 | Minutes | | | | | | | | | | |
| | Initial | | | | | | | | | | |
| 7 | Minutes | | | | | | | | | | |
| | Initial | | | | | | | | | | |
| 8 | Minutes | | | | | | | | | | |
| | Initial | | | | | | | | | | |
| 9 | Minutes | | | | | | | | | | |
| | Initial | | | | | | | | | | |

GRADING SYSTEM:
1 Superior = 140 or more min/week
2 Excellent = 120-139 min/week
3 Good = 80-119 min/week
4 Fair = 40-79 min/week
5 Needs improvement = 0-39 min/week

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WRPRAC

## M[illegible]UBLI[illegible]CHOO[illegible]TRIN[illegible]STRU[illegible] - S[illegible] DE[illegible]PMEN[illegible]OFIL[illegible]LOT

Student______________________________ Instrument__________________ Yr Started_______

Guardian________________ H Phone______ Make________________ Priv Lessons__________

Address________________ W Phone______ Serial #_______________

Zip______ School______________ Grade___

### PLAYING POSITION (ALL LEVELS)

GENERAL
__Proper size instrument
__Good posture
__Proper instrument angle
__Proper body stance for shifting (Level III)
VIOLIN AND VIOLA
__Apporopriate shoulder rest
CELLO AND BASS
__Proper instrument height

LEFT ARM - VIOLIN/VIOLA
__Thumb pad on neck
__Fingers curved
__Wrist straight
__Elbow away from body, under instrument
__Instrument supported by head & shoulders

RIGHT ARM - VIOLIN/VIOLA
__Thumb curved and placed correctly
__4th finger curved on top of stick
__2nd finger across from thumb
__Middle fingers curved over stick
__Hand slanted toward tip
__Proper pizzicato position

LEFT ARM - CELLO/BASS
__Thumb on back of neck across from 2nd finger
__Elbow away from body
__Proper wrist position
__Fingers curved
__Shoulders relaxed

RIGHT ARM -CELLO/BASS
__Thumb curved and placed correctly
__4th finger over stick
__2nd finger across from thumb
__All fingers curved over stick
__Proper pizzicato position
BASS ONLY
__Arm fully extended with wrist straight
__Proper German bow hold

| | TONE QUALITY | ARTICULATION | FINGER PATTERNS AND SCALES | EAR TRAINING AND ROTE WORK | NOTE READING AND MUSIC SYMBOLS | WRITTEN THEORY |
|---|---|---|---|---|---|---|
| I | __Correct bow hair tension<br>__Bow adequately rosined<br>__Ability to bow straight<br>__Proper contact point<br>__Good bow speed<br>__Good arm weight<br>__Adequate left hand and finger weight | Demonstrates:<br>__Detache<br>__2-note slur<br>__Tie<br>__Bow lifts<br>__Right hand pizzicato | __Plays 3 open string scales<br>__Plays the following finger patterns:<br>Violin and viola 0 1 23 4<br>Cello 0 1 34<br>Bass 0 124 | __Imitates simple rhythmic patterns<br>__Imitates simple melodic patterns<br>__Imitates simple bow motions<br>__Demonstrates half step<br>__Demonstrates whole step | __Names notes as found in Level I finger patterns<br>__Names the lines and spaces on the staff<br>__Sightreads examples in 3/4 and 4/4<br>__Names parts of the instrument and bow<br>__Defines vocabulary, Level I | __Identifies half and whole steps as found in Level I finger patterns<br>__Identifies note values of<br>__Quarter note<br>__Half note<br>__Whole note<br>__Dotted half |
| II | __Performs with correct relationship between point of contact, bow speed, and bow weight for<br>__piano<br>__forte | Demonstrates:<br>__Marcato<br>__3 and 4 note slur<br>__Left hand pizzicato | __Plays 2 one-octave major scales<br>__Plays the following finger patterns:<br>Violin and viola 0 12 3 4<br>01 2 3 4<br>Cello 0 12 4<br>0 1 x24<br>Bass 0124 | __Imitates more complex rhythm patterns<br>__Imitates more complex melodic patterns<br>__Imitates more complex bowing motions | __Names notes as found in Level II finger patterns<br>__Sightreads examples in 2/4, 3/4, 4/4<br>__Defines vocabulary, Level II | __Places notes on staff<br>__Draws his/her own clef<br>__Recognizes key signatures of 2 one-octave major scales |

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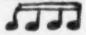
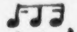
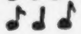
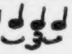
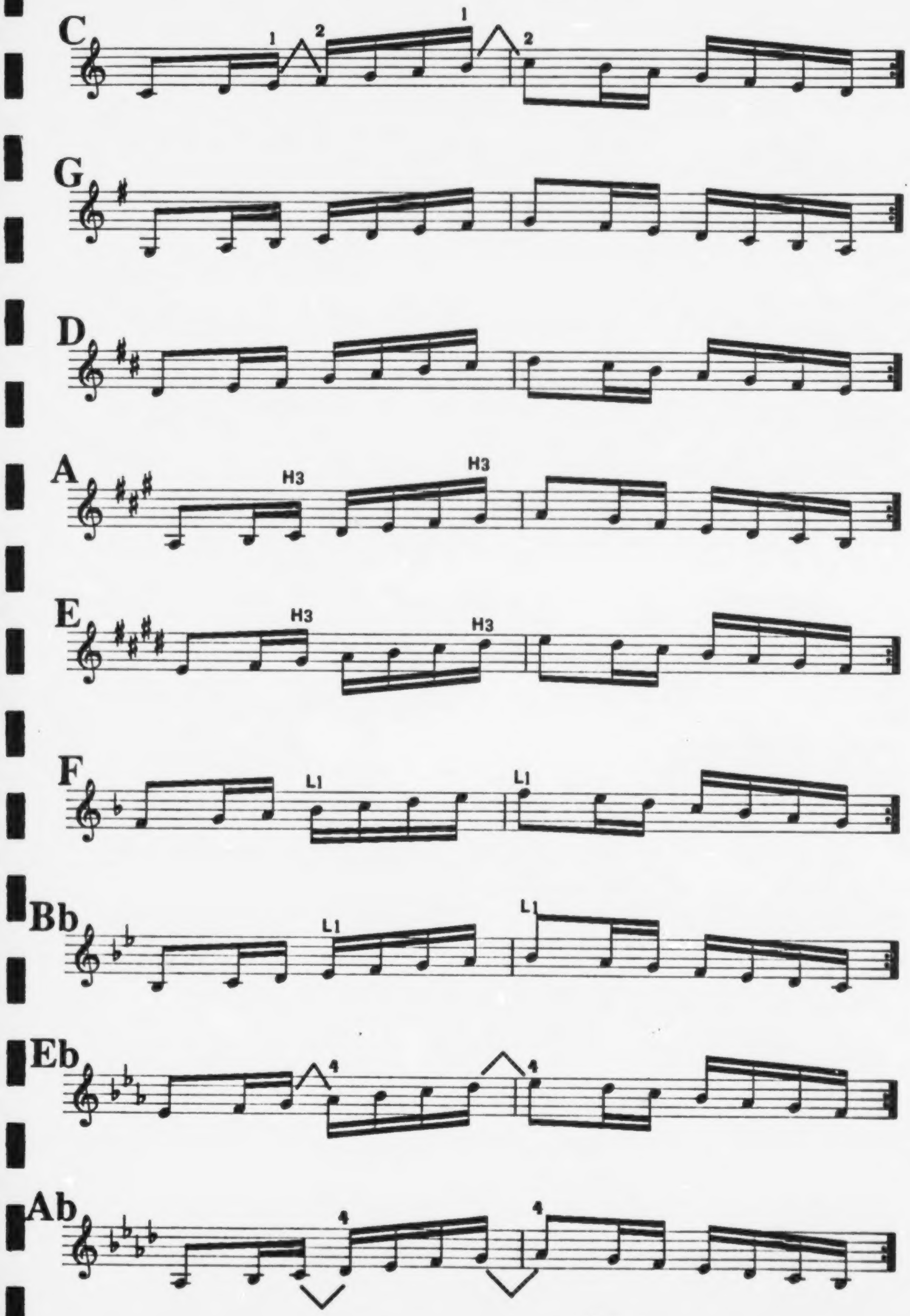
|  | TONE QUALITY | ARTICULATION | FINGER PATTERNS AND SCALES | EAR TRAINING AND ROTE WORK | NOTE READING AND MUSIC SYMBOLS | WRITTEN THEORY |
|---|---|---|---|---|---|---|
| III | __Demonstrates basic vibrato motion<br>__Demonstrates proper bow speed for highest string and lowest string<br>__Performs Crescendo<br>Diminuendo<br>Accent | Demonstrates:<br>__Detached slurs<br>__Spiccato<br>__Accents | __Plays one 2-octave major scale<br>__Plays the following finger patterns:<br>Vln/Vla: 01 2 34<br>0 1 2 34<br>Cello 0 1 x234<br>Cello 4th position<br>Bass 3rd position | __Tunes each string to a given pitch<br>__distinguishes major and minor triads<br>__Distinguishes tetrachords<br>__Identifies melodic intervals of 2nds and 3rds | __Names notes in Level III finger patterns<br>__Sightreads:<br>— <br>— <br>—  | __Constructs a major scale<br>__Identifies written intervals of 2nds and 3rds<br>__Defines vocabulary, Level III |
| IV | __Demonstrates consistent use of vibrato<br>__Progressively refines tone production with bow | Demonstrates:<br>__Rapid string crossings with separate bows<br>__Tremolo<br>__Hooked bows<br>__Trills<br>__Double stops | SCALES<br>__One-octave chromantic<br>__One 1-octave minor<br>__Vln/Vla: 1 3-oct M<br>__Cello/Bass: 1 2-oct M<br>POSITIONS<br>__Violin: 3rd<br>__Vla/Cello: 2nd, 3rd<br>__Bass: 2nd | __Tunes instrument to A, using fifths and harmonics<br>__Plays simple double stops in tune<br>__Identifies melodic intervals, unison through fifth | __Conducts 2/4 pattern<br>__Conducts 3/4 pattern<br>__Sightreads examples in<br>__ 2/2<br>__ 3/2<br>__ 3/8<br>__ 6/8 | __Identifies written intervals of unison through fifth by number only<br>__Defines vocabulary, Level IV |
| V | __Demonstrates ability to vary vibrato speed<br>__Demonstrates ability to vary vibrato width | Demonstrates:<br>__Rapid strings crossings with slurs<br>__Sul tasto<br>__Ponticello<br>__Triple stops<br>__Is able to mark appropriate bowings | SCALES<br>__3 2-octave minor<br>__Vln/Vla: 3 3-oct M<br>__Cello/Bass: 3 2-oct M<br>POSITIONS<br>__Vln/Vla: 2, 4, 5<br>__Cello: Thumb<br>__Bass: 4th | __Takes melodic dictation in conjunct motion<br>__Plays double stops in tune<br>__Identifies melodic intervals, unison through octaves | __Conducts beat pattern for 4/4<br>__Conducts beat pattern for 6/8<br>__Sightreads examples in<br>__ 6/8, including ♫<br>__ 5/4, including ♬<br>Viola reads 𝄞<br>Cello reads 𝄡 | __Identifies written intervals 1-8 by number<br>__Names major periods of music history<br>__Writes triads<br>__Composes 4-bar melody<br>__Identifies 5 composers by period<br>__Defines vocabulary, Level V |
| VI | __Demonstrates refined bow control and sound quality | Demonstrates:<br>__Sautille<br>__Ricochet<br>__Demonstrates awareness of different bowing styles for different periods | __Is able to mark appropriate fingerings<br>SCALES<br>__All major & minor scales to 3 sharps & flats<br>POSITIONS<br>Vln/Vla: 6,7& higher<br>Cello/Bass: 5 & higher | __Identifies by ear orchestral instruments<br>__Takes melodic dictation<br>__Distinguishes major periods of music history<br>__Identifies by number and quality intervals, unison through fifth | __Conducts from simple orchestral score<br>Cello reads 𝄞<br>Bass reads 𝄡<br>Sightreads<br>__ Complex syncopations<br>__ Changing meters, including  | __Analyzes simple chord patterns<br>__Composes 4-bar melody with accompaniment<br>__Fills in circle of 5ths<br>__Identifies written intervals 1-8 by number and quality<br>__Identifies 15 composers by period and country<br>__Defines Vocabulary, Level VI |

**Violin**

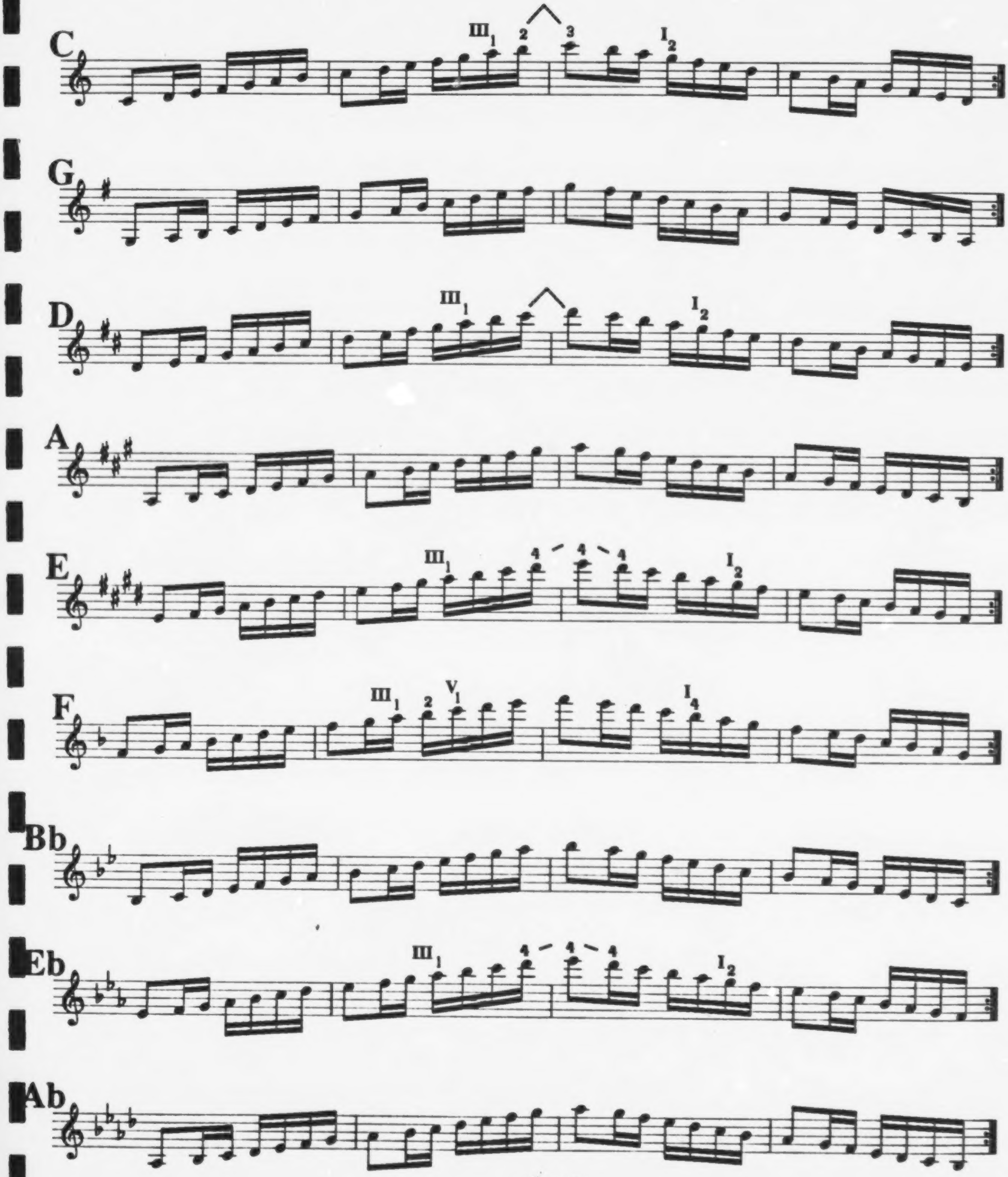
# MESA PUBLIC SCHOOLS
## ONE OCTAVE SCALES


C
1
2
1
2
G
D
A
H3
H3
E
H3
H3
F
L1
L1
Bb
L1
L1
Eb
4
4
Ab
4
4

H

**Violin**

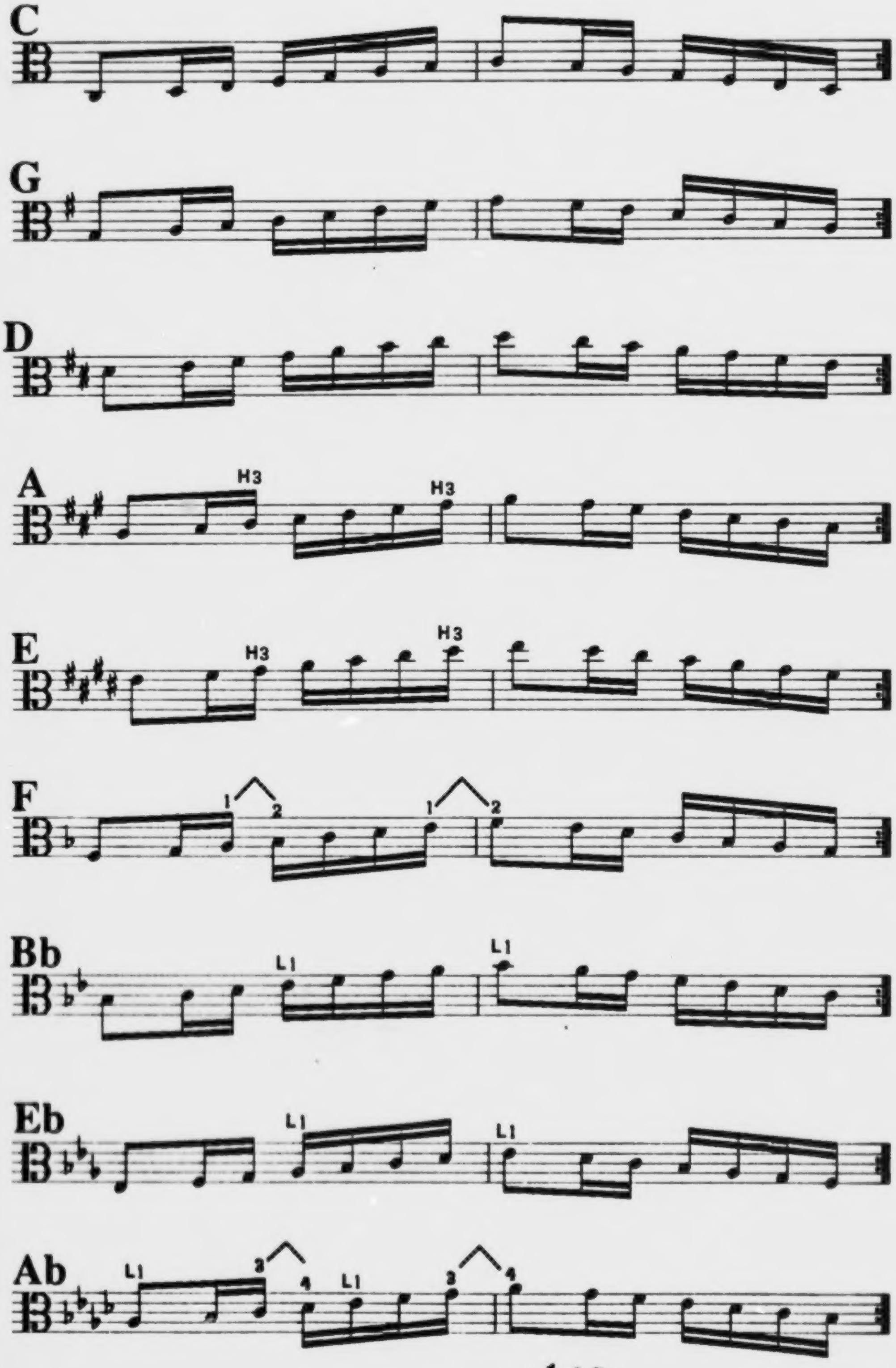
# MESA PUBLIC SCHOOLS
# TWO OCTAVE SCALES


C
III1 2 3 I2
G
D
III1 I2
A
E
III1 4 4 4 I2
F
III1 2 V1 I4
Bb
Eb
III1 4 4 4 I2
Ab

H

Viola

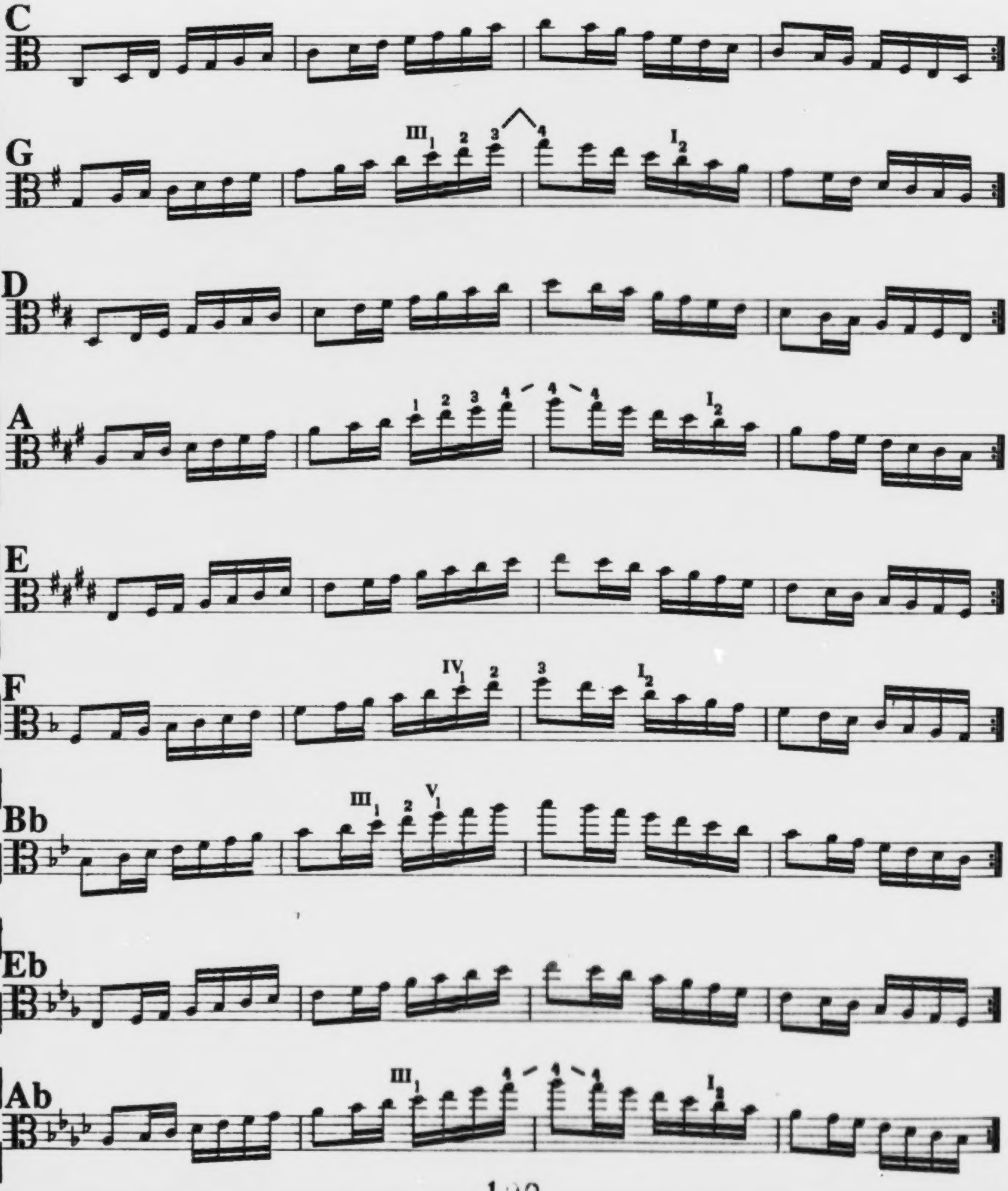
# MESA PUBLIC SCHOOLS
# ONE OCTAVE SCALES


C
G
D
A
H3
H3
E
H3
H3
F
1
2
1
2
Bb
L1
L1
Eb
L1
L1
Ab
L1
3
4
L1
3
4

H

**Viola**

# MESA PUBLIC SCHOOLS
# TWO OCTAVE SCALES

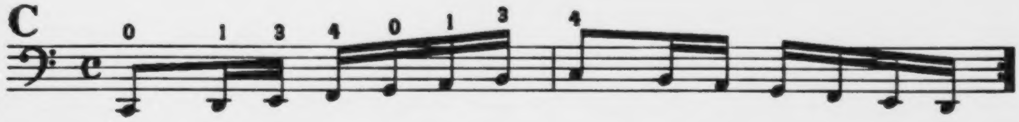

C
G
III1 2 3 4 I2
D
A
1 2 3 4 4 4 I2
E
F
IV1 2 3 I2
Bb
III1 2 V1
Eb
Ab
III1 4 4 4 I2

H.

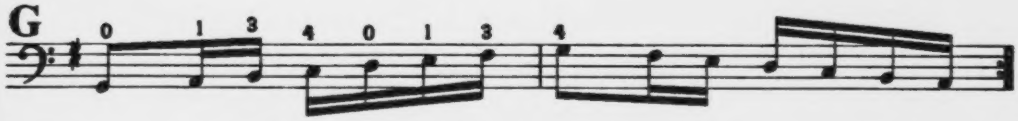
**CELLO**

# MESA PUBLIC SCHOOLS
## ONE OCTAVE SCALES

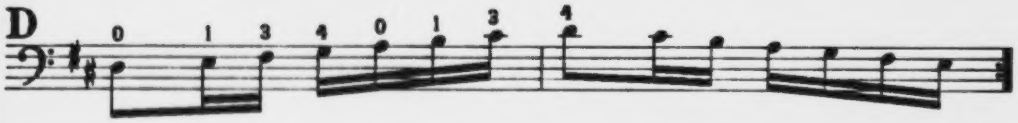
**C**



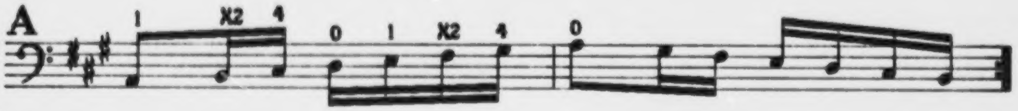
**G**



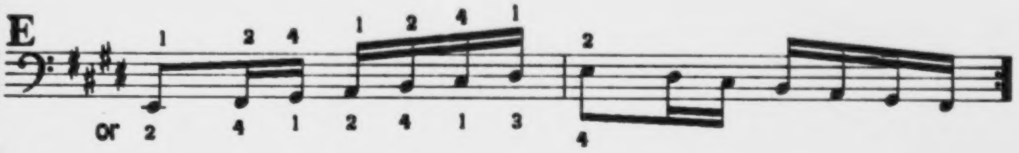
**D**



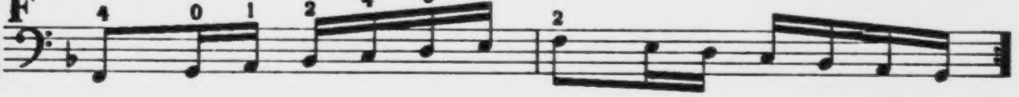
**A**


1 X2 4 0 1 X2 4
0

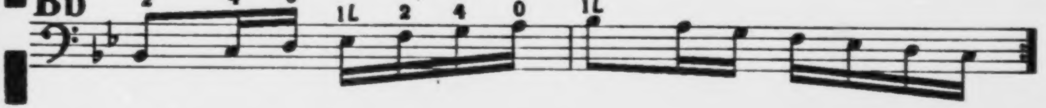
**E**


1 2 4 1 2 4 1
2
or 2 4 1 2 4 1 3
4

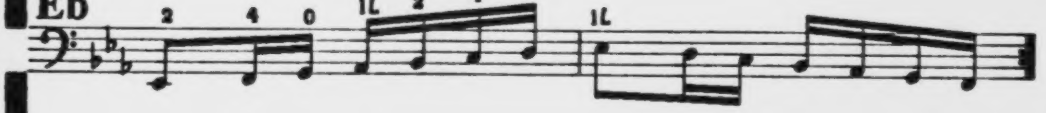
**F**



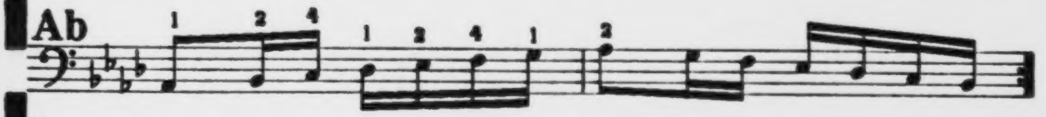
**Bb**


2 4 0 1L 2 4 0
1L

**Eb**


2 4 0 1L 2 4 0
1L

**Ab**

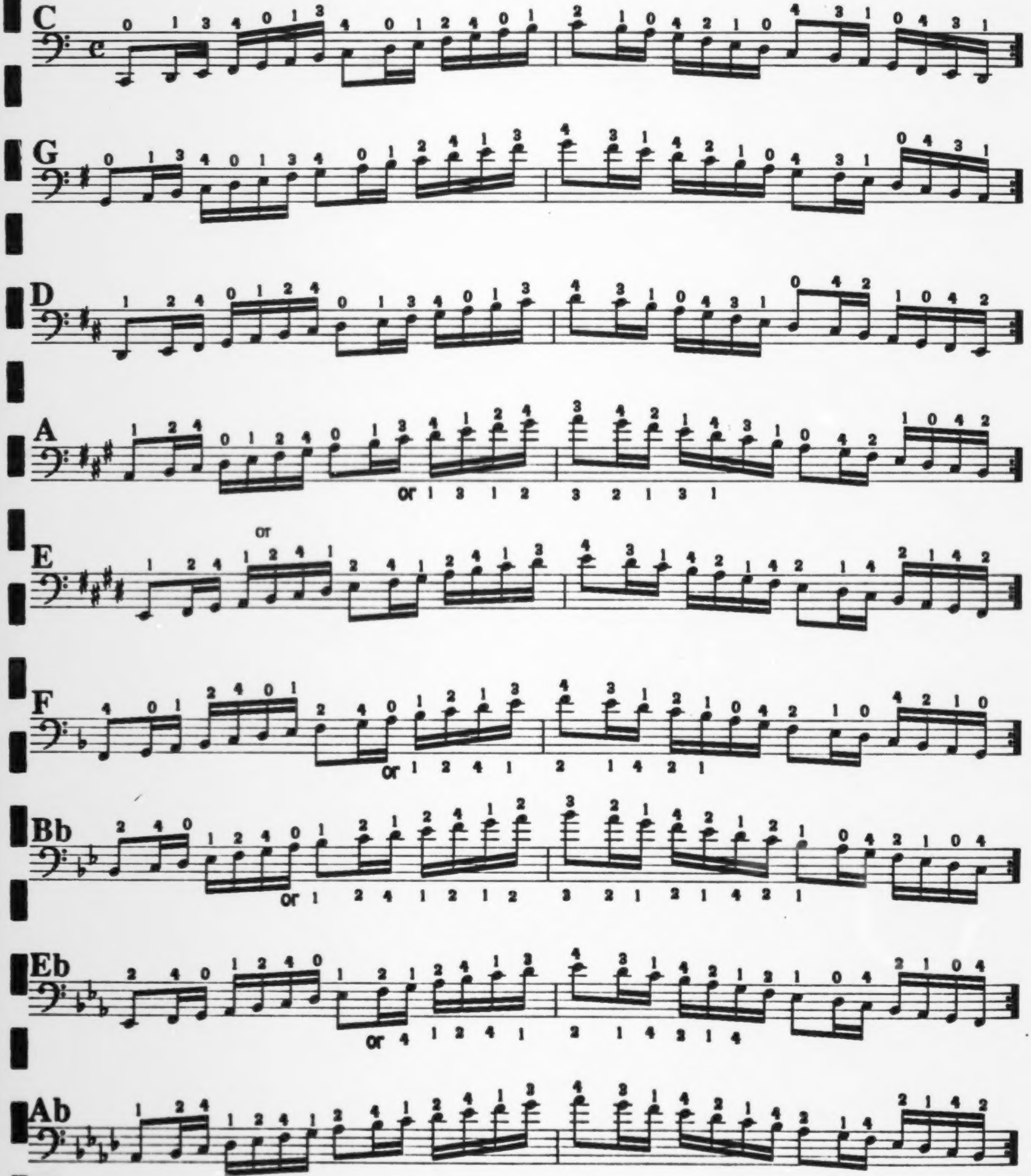


H

**CELLO**

# MESA PUBLIC SCHOOLS

## TWO OCTAVE SCALES


C
G
D
A
or 1 3 1 2 3 2 1 3 1
E
or
F
or 1 2 4 1 2 1 4 2 1
Bb
or 1 2 4 1 2 1 2 3 2 1 2 1 4 2 1
Eb
or 4 1 2 4 1 2 1 4 3 1 4
Ab

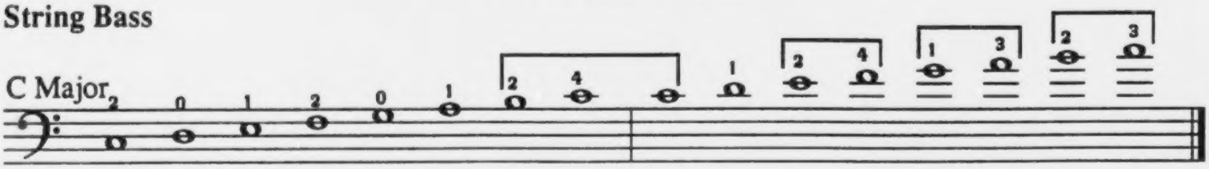
H

# Mesa Public Schools

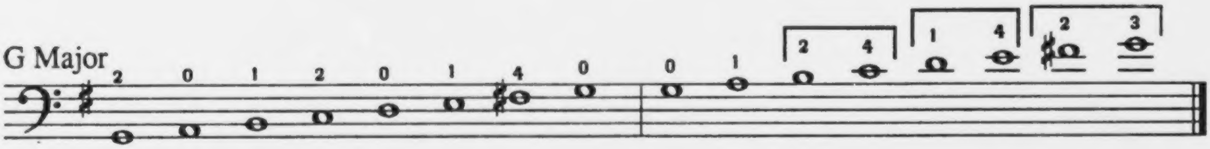
## Two Octave Scales

**String Bass**

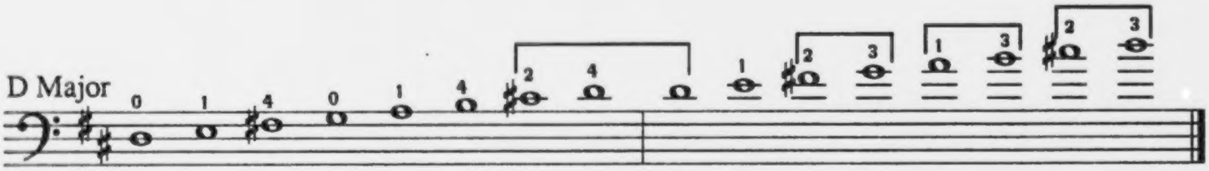
C Major


2 0 1 2 0 1 2 4 1 2 4 1 3 2 3

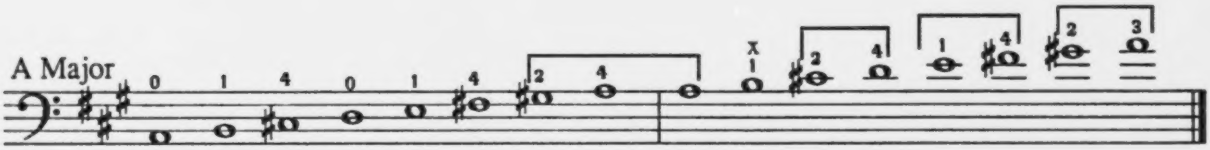
G Major


2 0 1 2 0 1 4 0 0 1 2 4 1 4 2 3

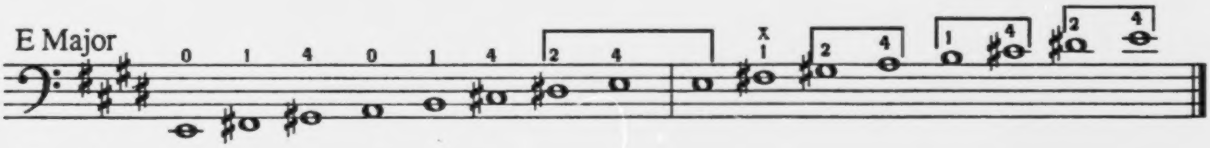
D Major


0 1 4 0 1 4 2 4 1 2 3 1 3 2 3

A Major

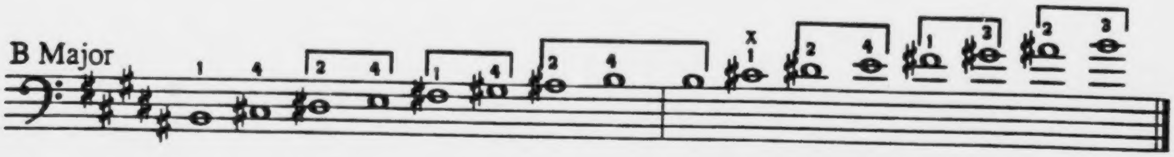

0 1 4 0 1 4 2 4 x 1 2 4 1 4 2 3

E Major

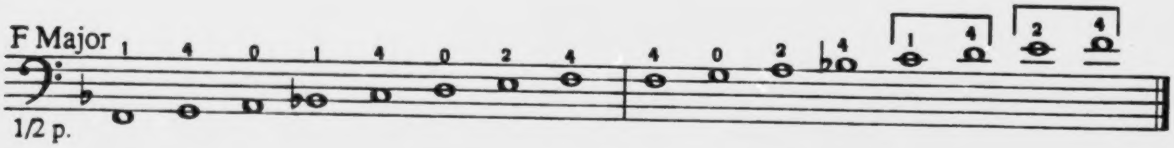

0 1 4 0 1 4 2 4 x 1 2 4 1 4 2 4

x = extension

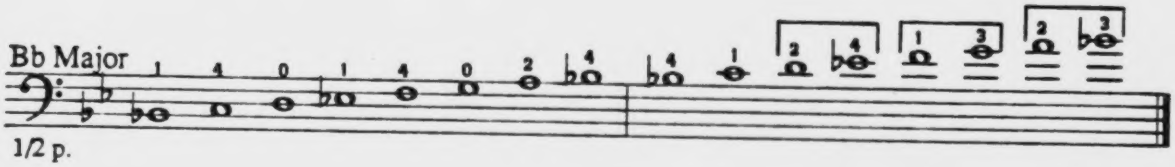
B Major



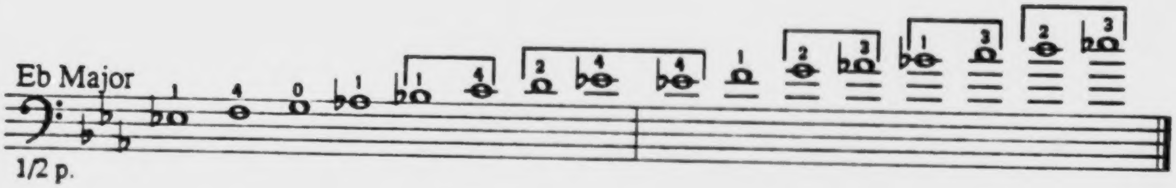
F Major



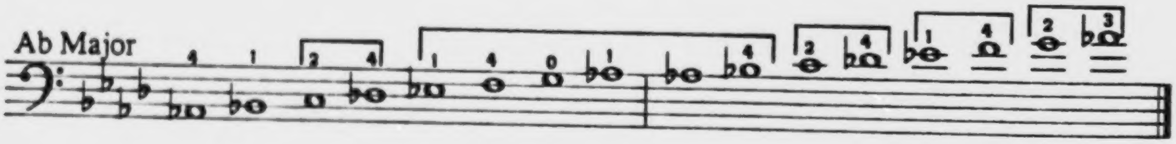
Bb Major



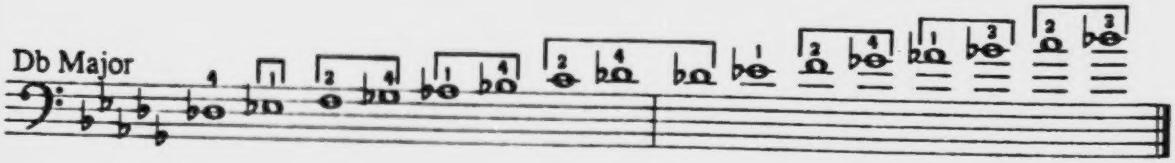
Eb Major



Ab Major



Db Major



x = extension

H

# SUMMER MUSIC 1991

Dear Parents and Students: April, 1991

This summer the Mesa Public Schools will again offer a summer music program. This program is designed to enhance the music program held during the school year. Classes are held at various locations throughout the city.

The various schedules for all of the programs are listed on the back of this page so that you may choose the program most convenient for you. These schedules are subject to change depending on the class enrollment. If a schedule is changed and a conflict arises, the student may transfer enrollment to another school or a refund may be requested. Refunds may be requested through the first week of classes. If you have any questions which your school's instrumental music teacher is unable to answer, call Wayne Roederer at 898-7892.

COMMON QUESTIONS WHICH ARISE ARE

Q. How much does the summer music workshop program cost?
A. $45 per student per class with check or money order made out to MESA PUBLIC SCHOOLS.

Q. Can I send cash?
A. No.

Q. Where do I get enrollment forms?
A. From any Mesa Public School's band or orchestra teacher.

Q. What are the dates of the program?
A. June 3 through July 5 or June 10 through July 11, Monday through Thursday. (Week of July 4 will be Mon. Tues. Wed. Fri.). Be sure to check the starting date for the program of your choice.

Q. Where do I send my check or money order and enrollment form?
A. To the SUMMER MUSIC PROGRAM, Mesa Public Schools, 549 N. Stapley Dr., Mesa, AZ 85203-7297, with an enrollment form for each student. Please send ALL four copies. Receipts will be distributed directly to the students in summer class.

Q. On what instrument shall my child begin?
A. All questions regarding choice or availability of instruments should be directed to your child's school band/orchestra director.

Q. Should I wait until classes begin before enrolling my child to see if schedules will change?
A. Definitely not. Programs which do not meet the minimum enrollment will be cancelled. It is to your advantage to enroll early to help ensure a program in the school of your choice.

Q. My child is now in the third grade. Is it possible for him/her to participate in the summer program?
A. Enrollment for strings is open to all students who will be in grade 4 or above during the 1991-92 school year. Enrollment in band is open to all students who will be in grade 5 or above during the 1991-92 school year.

Q. Should I tear off my portion of the enrollment form?
A. No! All four sections of the enrollment form (with check or money order) should be sent to: SUMMER MUSIC PROGRAM, Mesa Public Schools, 549 N. Stapley Drive, Mesa, AZ 85203-7297

BEST COPY AVAILABLE

I

# SUMMER MUSIC WORKSHOPS

## 1991

### CARSON STRINGS - Ms. Ojala
June 3 - July 5
12:00 Beg Elementary
12:45 Int Elem 1-2 yrs experience
1:30 Advanced Elem 2-3 yrs exp
2:15 Jr. High Orchestra

### FREMONT STRINGS - Ms. Grieser
June 3 - July 5
12:00 Jr. High Orchestra- 3+ yrs exp
12:30 Beginning Orchestra
1:00 Advanced Orchestra - 2yrs exp
1:30 Intermediate Orchestra 1 yr exp*
2:00 Intermediate Orchestra " *
2:30 Intermediate Orchestra " *
* same course - choose time

### HENDRIX STRINGS Mr. Chelpka
June 10 - July 11
8:30 Beg Elem
9:00 Int Elem 1 yr exp
9:30 Adv Elem 2+ yrs exp
10:00 Jr. High Orchestra

### KINO STRINGS Mr. Andrus
June 3 - July 5
8:00 Beg Elem
8:45 Inter 1 yr exp
9:30 Adv 2+ yrs exp
10:15 Jr. High Orchestra

### MESA JR STRINGS Ms. Johnson
June 3 - July 5
8:00 Beg Elem Strings
8:35 Int Elem - 1 yr experience
9:10 Advanced Elementary - 2 yrs exp
9:50 Jr High Orchestra

### POSTON STRINGS Mr. Moulding
June 10 - July 11
9:00 Beg Vla/Cello/Bass
9:30 Beg violins
10:00 Int - 1 yr exp
11-12 Adv Elem 2 & 3 yrs exp

### RHODES STRINGS Ms. Ojala
June 3 - July 5
8:00 Beginning
8:45 Int Elem - 1 yr exp
9:30 Adv Elementary - 2 yrs exp
10:15 Jr. High Orchestra

### CARSON BAND Mr. Knudsen
June 10 - July 11
8:00 Beg Percussion
8:30 Beg Flutes
9:00 Beg Clar & Sax
9:30 Beg Brass
10:00 Int Band - 1 yr exp
10:45 Adv Band - 2+ yrs exp
11:30 -12 Jazz Band - by audition

### CRISMON BAND Mr. Larkins
June 3 - July 5
8:00 Beg Flutes
8:30 Beg Sax & Clarinets
9:00 Beg Brass
9:30 - 10:00 Beg Percussion
10:00 - 10:45 Int Brass/Perc 1 yrs exp
10:15 - 11:00 Int. Woodwinds 1 yr exp
11:00 - 11:45 Adv Brass/Perc 2 yrs exp
11:15 - 12:00 Adv Woodwinds 2 yrs

### HENDRIX BAND Ms. Bucy
June 3 - July 5
1:00 Beg Woodwinds
1:30 Beginning Brass
2:00 Int Band 1 yr experience
2:30 Advanced Band 2 + yrs exp

### HENDRIX Mr. Akey
June 10 - July 11
9:00 Beginning Instrumental Arranging
10:00 Begin Inst Arranging - Same course - choice of times

### KINO BAND Mr. Frandsen
June 3 - July 5
8:30 Beg Woodwinds
9:00 Beg Brass
9:30 Beg Percussion
10:00 Int Band A - 1 yr exp
10:30 Int Band B 1+ yrs exp
11:00 Adv Band A - 2 yrs exp
11:30 Adv Band B - 2 + yrs exp

### MESA JR BAND Ms. Hokenson
June 3 - July 5
8:30 Beg Woodwind
9:00 Beg Brass & Percussion
9:30-10:30 Int Woodwinds 2 yrs exp
10:00 -11:00 Int Brass 2+ yrs exp
11:00-11:30 Flute choir

### O'CONNOR BAND Mr.Wright
June 3 - July 5
9:30 Int Woodwinds 1 yr exp
10:00 Int Band 1 yr exp
10:30 Int Brass & Perc 1 yr exp
11:00 Beg Woodwinds
11:30 Beg Brass & Perc

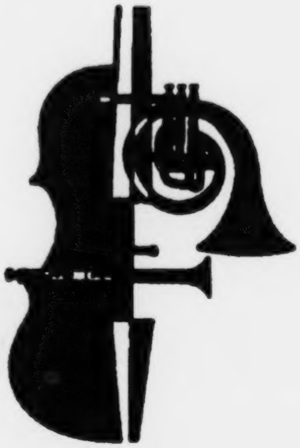
### POSTON BAND Mr. Baedke
June 3 - July 5
*8:00 Beg Brass & Perc
10:00 Adv Band Gr 8 - 9
11:30 Int Elem Band 2+ yrs exp
12:30 Elem Band 1+ yrs exp
* 1:30 Beg woodwinds
*schedules for each instrument to be set at first session

### POWELL BAND Mr. Yoes
June 3 - July 5
9:00 Beg Brass & Perc
9:30 Beg woodwinds
10:00 Int Band 1 yr exp
10:30 Adv Band 2 yrs exp
11 - Noon Jazz Band 2 yrs exp

### SHEPHERD BAND Mr. Knudsen
June 10 - July 11
1:00 Beginning Woodwinds
1:30 Beginning Brass
2:00 Interm Band 1 - 3 yrs exp

### TAYLOR BAND Mr. Hink
June 3 - July 5
8:00 Beg Flute
8:30 Beg perc
9:00 Beg Clarinet & Sax
9:30 Beg Brass
10-10:45 Interm Woodwinds
10:45 - 11:30 Interm Brass
11:30 - 12 Adv Band - 2 yrs exp

### WASHINGTON BAND Ms Copeland
June 3 - July 5
8:00 Beginning Woodwinds
8:30 Beginning Brass
9:00 Beginning Percussion
9:30-10:15 Int. Band 1 yr exp
10:30-11:15 Adv. Band 2 yrs exp
11:15-11:45 Recorder workshop for grades 3 and up



# Participation

## AWARD

*Presented to:*

________________________________________

*For the successful completion of*
*Mesa Public Schools'*
*1991 Summer Music Program*

________________________
Teacher

*July 3, 1991*

# INFORMATION SHEET FOR TEACHERS
## SOLO AND ENSEMBLE FESTIVAL

1. Each participant must be a member of the performing organization at his/her school.
2. Accompanists need not be students.
3. There is to be only one person on a part.
4. Music performed at the festival may not have been performed for judging at another festival by the same individual or group.
5. The fee schedule is as follows:

   Jr. High
   $ 4.00 per solo
   3.00 per student in an ensemble of any size
   Elementary
   $ 3.50 per solo
   2.50 per student in an ensemble of any size

   A student may enter only two events (2 solos or 2 ensembles, or a solo and an ensemble). Make an effort to have this paid for by Student Funds. When transfering funds, make your requisition payable to Community Education Orchestra Account #730-92-53. If not, the students must pay. All checks should be made out to Mesa Public Schools and delivered to the Festival Coordinator. Be sure you attach a note indicating what school they are from and that they are for the Solo and Ensemble Festival. All fees are to be paid by Festival time. If you sign up students who have not paid, you will be personally responsible. The Festival Coordinator needs closure on fees to get judges paid.
6. Teachers are asked to oversee the choice of music to ensure it is well suited for the solo instrument or the ensemble. If a solo is written with piano accompaniment, it must be performed in that manner. Music need not be memorized. There are times when it is impossible to work out arrangements for an acompanist to play for the student at the festival. If this situation occurs, a taped accompaniment may be used. It will be up to the student to supply all equipment.
7. Ratings will be:

   1. Excellent 2. Good 3. Fair
8. Ribbons will be awarded for 1 (blue) and 2 (red) to be given to soloists and each member of an ensemble.
9. There is no limit on the number of well-prepared solos and ensembles each school may enter. Each event will be allowed up to four minutes for elementary students and five minutes for Jr. High students.
10. The Solo and Ensemble Festival will be held at ________________ on ______________________. Starting time for the festival is 3:45 p.m.
11. The judge should be given an original copy of the full score before the event is judged. Please have the measures numbered on the score.
12. You may want to talk to your students concerning proper attire and etiquette for such a festival.
13. If you have students with special scheduling needs, please indicate them on the enrollment form.
14. Deadline for returning enrollments for the Solo and Ensemble Festival is _____________________.
15. Direct students to report to warm-up room to meet with you (the teacher) when arriving at festival.

ENROLLMENT FORMS WILL ONLY BE ACCEPTED EITHER
WITH A CHECK OR A COPY OF THE REQUISITION
RETURN ENROLLMENT FORM TO: _________________________ J

senfes

## WORK SHEET
### MESA PUBLIC SCHOOLS
### SOLO & ENSEMBLE FESTIVAL

Beginning of school:

Clear date with principal and put it on the school calendar.
Know what schools will be involved and send them the date.

8 Weeks in advance:

Find judges - make a list of 5-10 people outside the district for possible judging and call until you find the 2 or 3 you need. Check with people in the local symphonies if you don't know of anyone. Call Sharon at the Music Office - she has a list of outside judges we have used in the past.

6 Weeks in advance:

From the Music Office get a solo & ensemble packet containing:

1) General Information to Coordinator
2) **WORK SHEET** to use as time line for festival
3) **ENROLLMENT FORM** for each participating school
4) **INFORMATION SHEET** for TEACHERS (explaining how much, when, where, why, etc.)
5) **TIME SHEET**
    - 4-minute spread for elementary
    - 5-minute spread for junior high
6) **TABULATION SHEET** for Ratings
7) **ACCOUNTING FORM** for how schools pay fees
8) **PAYROLL FORM** for calculating judges pay
9) **INVOICES** for all Out-of-District judges

5 Weeks in advance:

Send a #3 and #4 form (listed above) to each school involved.
Give them a deadline of three weeks before the festival date on the bottom of the enrollment form.

4 Weeks in advance:

Remind principal of date and rooms being used.

3 Weeks in advance:

All sheets should have been received by coordinator (if not, give a call to the teacher and remind them. They, of course, have nothing else on their minds).

Schedule times for each school keeping in mind possible conflicts such as travel time between schools, students in two events, accompanists, siblings, etc. (Don't forget a potty break for judges.)

2 Weeks in advance:

Check on pianos - make sure they are in tune. If they are not, call the music office for information on how to get them tuned.

Go get or have sent from music office:

1) Adjudication forms (green - solo); (pink - ensemble)
2) Ribbons (red for II's), (blue for I's)
3) Certificates - one for each participant and then some extras (for mistakes).

Send copy of audition times to teachers - check names for spelling and return corrections to music office as quickly as possible.

Call judges for reminder of date and time.

J

1 Week in advance:

Type the green and pink adjudication forms with the following: date, time, school, name, and instrument.

Type date of festival on certificates (saves time).

Ask a student "runner" to help with such tasks as judge's sheets, sharpen pencils, organize ribbons, prepare envelopes with judges sheets and certificates for each participating school.

Make signs for: Judge's doors, warm-up room, director's room, bathrooms and also signs to direct students from parking lots to warm-up rooms and judging rooms. You should also have a few "Do Not Enter During Performance" signs.

The day of the festival:

Copy time sheets for
1) Judge's doors
2) Warm-up door
3) Judge's table
4) Pianos
5) Teacher's use

Put signs on the doors

If you like, have some munchies for teachers and judges.

Have certificates and typewriter ready for use.

Go over the procedure with your "runner" as to what his/her responsibilities are and require them to stay on task.

Make sure there are enough envelopes for each school to put ribbons, certificates and judges sheets in.

Make sure there are plenty of pencils for the adjudicators.

Have a table for judge in each room

Have judges fill out and sign invoice for payment.

Return **Payroll Form, Tabulation Sheet, Accounting Form,** and all **Invoices** to music office immediately after festival so these people can be reimbursed.

Have enough chairs and stands available for the largest ensemble.

For a smooth running festival:

1. Periodically have "runners" pick up completed audition sheets from judges.
2. From the list on the performance door, have runner scratch the names of those who have finished performing.
3. Transfer information from the audition sheets to the tabulation sheets.
4. After tabulation is completed, type certificate for that audition sheet and attach the appropriate ribbon. Note: ensembles receive one certificate plus a ribbon for each member .
5. Place the audition sheets with certificates and ribbons attached in an envelope for the school the student attends.
6. Orchestra teachers may pick up envelope after the last student from their particular school has performed.
7. Any school envelopes not picked up at the audition site will be placed in the regular school mail.

## ENROLLMENT FORM
MESA PUBLIC SCHOOLS
SOLO AND ENSEMBLE FESTIVAL

SCHOOL______________________________ TEACHER______________________________

| Student's Name | Accompanist | Instrument | Fee Pd? |
|---|---|---|---|
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DEADLINE FOR RECEIVING ENROLLMENTS FOR THE STRING SOLO AND ENSEMBLE FESTIVAL IS:________________________

RETURN ENROLLMENT FORM TO:________________________

## PAYROLL FORM

### MESA PUBLIC SCHOOLS
### SOLO & ENSEMBLE FESTIVAL

Attached to this form you will find separate invoices to be filled out by **each out-of-district adjudicator at your festival**. It is critical that your adjudicators fill out all of the invoice information. If we have to request any part of this via mail, it delays payment considerably.

I also need for you to complete the information below.

| List of Judges | Number of Events Scheduled | *Times .90 or 1.10 | Plus $11 = Amt. Due |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |

Festival Coordinator ________________

Festival Location ________________

Elem or Jr Hi Festival ? ________________

Festival Date ________________

Festival Starting Time ________________

Festival Ending Time ________________

* .90 for Elementary Festival & 1.10 for Jr. High Festival

**PLEASE RETURN TO THE MUSIC OFFICE IMMEDIATELY FOLLOWING YOUR FESTIVAL**

judgpay

## TABULATION SHEET
MESA PUBLIC SCHOOLS
SOLO & ENSEMBLE FESTIVAL

DATE________________ ________________Host School

| Judges's Name | Excellent I | Good II | Fair III | Poor IV | No Show |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

| School Name | Excellent I | Good II | Fair III | Poor IV | No Show |
|---|---|---|---|---|---|
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# ACCOUNTING FORM

MESA PUBLIC SCHOOLS

SOLO & ENSEMBLE FESTIVAL

TO COORDINATOR: Please complete the ACCOUNTING FORM as soon as possible at the close of the Festival and send it to the Music Office. We MUST have either a copy of the requisition, or a check, or a combination of both totaling the correct amount before we can PAY COORDINATORS AND JUDGES.

| | No. of Events scheduled | | | RECEIPT METHOD | |
|---|---|---|---|---|---|
| SCHOOL NAME | Solo | Ensemble | AMT DUE | Copy of Requisition | Check Attached |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Signature of Coordinator________________________________

Host School_________________________________

elfesfrm (rev 87-88)

Dear Elementary Orchestra Parent:

Your child has been specially invited to participate in the Solo Festival to be held at ____________________ on ____________________ from 3:45 p.m. to 6:30 p.m. This is an event in which a judge will listen to each student perform a solo on his/her instrument and will be graded according to: tone quality, intonation, position, musicianship and basic technique. Ratings from I - IV will be given to all participants and those with ratings of "I" (excellent) or "II" (good) will be awarded ribbons and certificates at the end of school's awards assembly. Also, written comments will be given to each student to let them know the reasoning for their score (rating). This is an excellent opportunity for your child and I am looking forward to his/her participation.

It will cost your child $3.50 to be in this event. The charge goes toward the expense of paying adjudicators, etc.. Each participating student will be assigned a specific time to play and I will find an accompanist and arrange for rehearsal time with that person. If you play the piano and would like to do the accompanying for your soloist, please let me know immediately.

Solo Festivals give valuable experience to the young instrumentalist because of the preparation and performance requirements. Festivals also provide feedback from a qualified teacher who is unknown to the student and feelings of success are reinforced through rewards.

Thank you for your encouragement and support; the kids need lots of TLC as they work at becoming proficient on their instruments.

If you wish your child to participate, please fill out the form below and return the form and $3.50, check payable to Mesa Public Schools. Forms and money must be in by ____________________ for participation in this activity.

If you have any questions, give me a call.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

My child will participate in the Elementary String Solo and Ensemble Festival on ____________________. I understand that all transportation is the reponsibility of the student and parent. Enclosed is $3.50 for registration fee.

________________________________ ________________________________

Student's Name Parent's Signature

J

solofest

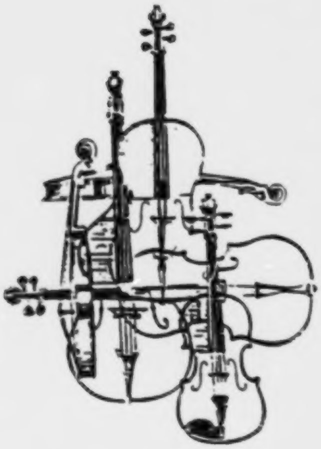
Dear Festival Participants,

Congratulations on your upcoming participation in the Elementary Solo and Ensemble Festival!

Your scheduled performance time is ______________________________.

To make the Festival a more rewarding experience, here is a schedule to guide you through the event comfortably:

1. Arrive 20-30 minutes before scheduled performance time.
2. Find signs to direct you to "warm-up" room.
3. Inside warm-up room will be a list of performance rooms with students names and performance times.
4. Open instrument, warm-up and prepare for performance.
5. Go to performance room 5-10 minutes before scheduled time. (Do not enter while someone is in the middle of a solo).
6. If your teacher is not in the performance room, sit down and wait. (He/she is probably with another student and will be right back.)
7. Perform at appropriate time.
8. Go back to warm-up to put away instrument.
9. Go out for ice cream (if you can talk your parents into it).
10. Results will be given during next class time.
11. Certificates and ribbons will be distributed at the end of school awards assembly.



Dear Junior High Orchestra Parent:

Your child has been specially invited to participate in the Solo Festival to be held at ___________________ on __________________ from 3:45 p.m. to 6:30 p.m. This is an event in which a judge will listen to each student perform a solo on his/her instrument and will be graded according to: tone quality, intonation, position, musicianship and basic technique. Ratings from I - IV will be given to all participants and those with ratings of "I" (excellent) or "II" (good) will be awarded ribbons and certificates at the end of school's awards assembly. Also, written comments will be given to each student to let them know the reasoning for their score (rating). This is an excellent opportunity for your child and I am looking forward to his/her participation.

It will cost your child $4.00 to be in this event. The charge goes toward the expense of paying adjudicators, etc.. Each participating student will be assigned a specific time to play and I will find an accompanist and arrange for rehearsal time with that person. If you play the piano and would like to do the accompanying for your soloist, please let me know immediately.

Solo Festivals give valuable experience to the young instrumentalist because of the preparation and performance requirements. Festivals also provide feedback from a qualified teacher who is unknown to the student and feelings of success are reinforced through rewards.

Thank you for your encouragement and support; the kids need lots of TLC as they work at becoming proficient on their instruments.

If you wish your child to participate, please fill out the form below and return the form and $4.00, check payable to Mesa Public Schools. Forms and money must be in by ___________________ for participation in this activity.

If you have any questions, please give me a call.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

My child will participate in the Junior High String Solo and Ensemble Festival on ____________________. I understand that all transportation is the reponsibility of the student and parent. Enclosed is $4.00 for registration fee.

_______________________________ Student's Name

_______________________________ Parent's Signature

J

-solofest

Type or Print Adjudicator's Name

# INVOICE
## SERVICES FOR
## MESA PUBLIC SCHOOLS MUSIC EVENT

Adjudicator Signature

Street

City State Zip

Soc. Security No.

Phone

**PLEASE RETURN TO THE MUSIC OFFICE IMMEDIATELY FOLLOWING FESTIVAL**

* * * * * * *

The above person has performed services for ______________ (Event)

on ______________ (Date), and should be paid the following

amount: $ ______________

Larry Mabbitt, Director
Music Education

invoice (87-88)

______________________________
Type or Print Adjudicator's Nam

# INVOICE
## SERVICES FOR
## MESA PUBLIC SCHOOLS MUSIC EVENT

______________________________
Adjudicator Signature

______________________________
Street

______________________________
City State Zip

______________________________
Soc. Security No.

______________________________
Phone

**PLEASE RETURN TO THE MUSIC OFFICE IMMEDIATELY FOLLOWING FESTIVAL**

* * * * * * *

The above person has performed services for ______________________________ (Event)

on ______________________________ (Date), and should be paid the following

amount: $ ______________

______________________________
Larry Mabbitt, Director
Music Education

J

# This Is To Certify That

______________________________

______________________________

HAS RECEIVED A RATING OF

______________

IN THE

**Mesa Public Schools**

Solo and Ensemble Festival

James K. Zaharis
Superintendent of Schools

______________
Date

Director of Music Education

92-50-03 D

Congratulations! You have offered to host and coordinate one of the Mesa Public Schools Solo and Ensemble Festivals. As has been proven year after year, these Festivals have been extremely important to the development of our string program. You will find in this packet all of the information, forms, timelines, etc., to run a successful festival at your school.

To qualify for a festival and be paid to coordinate the festival, you must have at least 35 students from at least 2 schools. If you want to have a festival at your school for your own students, you are welcome to do so. However, the festival fees will be the same for the students but we will not be able to pay you the coordinator fee.

If, during your festival, you note things which could be better explained or organized, please write them down and send them back so that this masterpiece can continue to be improved.

You may schedule as many judges as you deem necessary for your festival and we will pay each judge $11.00 plus 90 cents for each elementary event of 4 minutes or $11.00 plus $1.10 for each Jr. High event of 5 minutes. Do not mix Elementary and Jr. High students in the same festival. Elementary and Jr. High festivals should be on two different dates. Festival coordinators will receive $55.00 for their duties which will include:

Contacting teachers
Scheduling events
Typing certificates
Contacting judges
Anything else needed to keep this thing running smoothly.
Prepare an accounting of how much each school owes and how it is being paid.

Remember also that you, as festival coordinator, should be reasonably visible to parents at the festival to help answer any questions which may arise. As that public relations representative, be ready to answer questions like:

What are these things for?
Why isn't this kind of activity during school hours?
What kind of things do the judges write?

Especially since this is a "District" event, make sure that all materials distributed and/or seen by the public are typed, neat and correct. Please remember that this is a tremendous public relations event for your program and we want you to look as professional as possible.

J

# MEMORANDUM

This is Now on Evenings + Weekends and is optional

TO: Junior High Orchestra Directors

FROM: Ernie (Wayne Roederer)

SUBJ: Junior High Advanced Orchestra Festival

DATE: March 11, 1991

Here are the final arrangements for the Jr. High Advanced Orchestra Festival, April 23, 1991 at Carson Jr. High.

| School | performance Time | Warm-up Time | Warm-up Area |
|---|---|---|---|
| Carson | 9:30 - 10:05 | 9:00 - 9:30 | Stage |
| Hendrix | 10:05 - 10:40 | 9:30 - 10:05 | Orchestra Room |
| Mesa Jr. | 10:40 - 11:15 | 10:05 - 10:40 | Orchestra Room |
| Rhodes | 11:15 - 11:50 | 10:40 - 11:15 | Orchestra Room |
| Powell | 11:50 - 12:15 | 11:15 - 11:50 | Orchestra Room |

These performance times are for you to set up, check you tuning, perform and let the adjudicator work with the group. Please have 3 copies of your scores numbered for the judges.

When you arrive at the school, take your instrument cases to the auditorium and follow the schedule. If you are not warming up or performing, you should be in the auditorium listening to another orchestra. Seats will be assigned as well as a storage area for instruments.

You should make bus arrangements immediately if you have not done so already. **Arrange your bus schedule to be there for the entire festival** so your students can hear as many other orchestras as possible. Please make sure your students sit together so you can keep them under control. We will be sending out a seating chart.

A piano, bass drum, and two tympani will be provided by the host shool. Be prepared to bring any additional equipment you may need for your performance. There will be no risers.

Please be selective in your choice of literature for this festival. "Popular" music is not appropriate at this festival.

**Would you please call the music office and let me know the number of students participating from your school (ASAP).** Also, have each student bring a pencil. There will be student adjudicating forms for them to fill out.

If there are any questions, please call me immediately.

03jhadorfinarr

# MESA PUBLIC SCHOOLS
## JUNIOR HIGH ADVANCED ORCHESTRA
## ADJUDICATION FORM

☐ Overall Rating

Time of Appearance ____________________ Date ____________________

School ____________________ Name of Group ____________________

Selection/Composer ________________________________________

Selection/Composer ________________________________________

Selection/Composer ________________________________________

---

TONE (beauty, blend, control) ________________________________________ ☐

INTONATION ________________________________________ ☐

TECHNIQUE (articulation, facility, precision, rhythm) ____________________ ☐

BALANCE (ensemble, sectional) ________________________________________ ☐

INTERPRETATION (expression, dynamics, phrasing, style, tempo) ____________________ ☐

MUSICAL EFFECT (artistry, fluency, dynamic, contrast) ____________________ ☐

OTHER FACTORS (choice of music, stage manners, posture, etc.) ____________________ ☐

Signature of Adjudicator ____________________

07jhadadjfm

K

Name ______________________

School _____________________

## JR. HIGH ORCHESTRA STUDENT EVALUATION FORM

Name of Orchestra ________________________________

Conductor_______________________

NAMES OF SELECTIONS PERFORMED

1. ________________________________________________
2. ________________________________________________
3. ________________________________________________

| STAGE APPEARANCE | Excellent | Good | Fair |
|---|---|---|---|
| A. POSTURE | | | |
| 1. Overall Left-hand position for strings | ______ | ______ | ______ |
| 2. Overall Right-hand position for strings | ______ | ______ | ______ |
| 3. Overall Posture for winds | ______ | ______ | ______ |
| B. WATCHING DIRECTOR | | | |
| 1. Stands aligned properly | ______ | ______ | ______ |
| 2. Students paying attention | ______ | ______ | ______ |
| C. EVERYONE IN CLEAN, NEAT ATTIRE | ______ | ______ | ______ |

PERFORMANCE EVALUATION RATE ON SCALE 1 - 5 (1 = LOW, 5 = HIGH)

_____ Intonation
_____ Balance
_____ Entrances
_____ Cutoffs
_____ Dynamic Changes
_____ Blend
_____ Tone Quality

_____ Expressiveness
_____ Musicality
_____ Accurate Rhythms
_____ Technique
_____ Control
_____ Ensemble

| | NO | YES |
|---|---|---|
| Is the instrumentation of the group well balanced? | _____ | _____ |
| Do you feel that the members of the group are listening to each other? | _____ | _____ |
| Do the selections played have musical appeal to you? | _____ | _____ |

Write a brief summary (one paragraph or more) about this performance.

08jhorsteval

# FESTIVAL FOLLOW UP

______________________ FESTIVAL DATE ______________________

NAME ______________________ SCHOOL ______________________

| | | | | |
|---|---|---|---|---|
| Rating Standard | 0 - 1<br>Poor | 2 - 3 - 4<br>Acceptable | 5 - 6 - 7<br>Good | 8 - 9 - 10<br>Outstanding |

Rating:

______ 1. The overall value for the students

______ 2. The educational value for the students

______ 3. The benefit of interaction with other schools

______ 4. Effectiveness of the clinician/adjudicator

______ 5. Festival format

Suggested changes ______________________

______________________

______________________

______ 6. Effectiveness of transportation (did you have problems) comment on back

______ 7. Timeliness of schedule (was there enough time?)

______ 8. Planning of event (is it a good time of year?)

9. Should we repeat activity next year? YES NO (circle one)

10. Most outstanding feature of festival ______________________

______________________

______________________

11. Most undesirable feature of festival ______________________

______________________

______________________

12. Other comments ______________________

______________________

______________________

10jhorfolfm

Evenings + Weekends
Optional attendance

# MEMORANDUM

TO: Junior High Orchestra Directors

FROM: Ernie Rolston

SUBJ: Junior High OTA Orchestra Festival

DATE: February 22, 1991

Here are the final arrangements for the Jr. High OTA Orchestra Festival, March 28, at Fremont Junior High.

| School | Performance Time | Warm-up Time | Warm-up Area |
|---|---|---|---|
| Fremont | 9:30 - 9:50 | 9:10 - 9:30 | Stage |
| Poston | 9:50 - 10:10 | 9:30 - 9:50 | Orchestra Room |
| Taylor | 10:10 - 10:30 | 9:50 - 10:10 | Orchestra Room |
| Mesa Jr. | 10:30 - 10:50 | 10:10- 10:30 | Orchestra Room |
| Kino | 10:50 - 11:10 | 10:30 - 10:50 | Orchestra Room |
| Carson | 11:10 - 11:30 | 10:50 - 11:10 | Orchestra Room |
| Hendrix | 11:30 - 11:50 | 11:10 - 11:30 | Orchestra Room |

These performance times are for you to set up, check your tuning, perform and let the adjudicator work with the group. Please have one copy of your scores numbered for the judge.

When you arrive at the school, take your instrument cases to the auditorium and follow the schedule. If you are not warming up or performing, you should be in the auditorium listening to another orchestra. Seats will be assigned as well as a storage area for instruments.

You should make bus arrangements immediately if you have not done so already. **Arrange your bus schedule to be there for the entire festival** so your students can hear as many other orchestras as possible. Please make sure your students sit together so you can keep them under control. We will be sending out a seating chart.

A piano will be provided by the host shool. Be prepared to bring any additional equipment you may need for your performance. There will be no risers.

Please be selective in your choice of literature for this festival. "Popular" music is not appropriate at this festival.

**Would you please call the music office and let me know the number of students participating from your school (ASAP).** Also, have each student bring a pencil. There will be student adjudicating forms for them to fill out.

If there are any questions, please call me immediately.

03jhotafinarr

# MESA PUBLIC SCHOOLS
## JUNIOR HIGH OTHER THAN ADVANCED ORCHESTRA
## ADJUDICATION FORM

Time of Appearance ____________ Date ____________

School ____________ Name of Group ____________

Selection/Composer ____________

Selection/Composer ____________

Selection / Composer ____________

---

TONE (beauty, blend, control) ____________

INTONATION ____________

TECHNIQUE (articulation, facility, precision, rhythm) ____________

BALANCE (ensemble, sectional) ____________

INTERPRETATION (expression, dynamics, phrasing, style, tempo) ____________

MUSICAL EFFECT (artistry, fluency, dynamic, contrast) ____________

OTHER FACTORS (choice of music, stage manners, posture, etc.) ____________

Signature of Adjudicator ____________

Name ______________________

School ______________________

## JR. HIGH ORCHESTRA STUDENT EVALUATION FORM

Name of Orchestra ____________________________________

Conductor_________________________

NAMES OF SELECTIONS PERFORMED

1. ______________________________________________________
2. ______________________________________________________
3. ______________________________________________________

| STAGE APPEARANCE | Excellent | Good | Fair |
|---|---|---|---|
| A. POSTURE | | | |
| 1. Overall Left-hand position for strings | _______ | ________ | _______ |
| 2. Overall Right-hand position for strings | _______ | ________ | _______ |
| 3. Overall Posture for winds | _______ | ________ | _______ |
| B. WATCHING DIRECTOR | | | |
| 1. Stands aligned properly | _______ | ________ | _______ |
| 2. Students paying attention | _______ | ________ | _______ |
| C. EVERYONE IN CLEAN, NEAT ATTIRE | _______ | ________ | _______ |

PERFORMANCE EVALUATION    RATE ON SCALE 1 - 5 (1 = LOW, 5 = HIGH)

_____ Intonation
_____ Balance
_____ Entrances
_____ Cutoffs
_____ Dynamic Changes
_____ Blend
_____ Tone Quality

_____ Expressiveness
_____ Musicality
_____ Accurate Rhythms
_____ Technique
_____ Control
_____ Ensemble

| | NO | YES |
|---|---|---|
| Is the instrumentation of the group well balanced? | _____ | _____ |
| Do you feel that the members of the group are listening to each other? | _____ | _____ |
| Do the selections played have musical appeal to you? | _____ | _____ |

Write a brief summary (one paragraph or more) about this performance.

08jhorsteval

# FESTIVAL FOLLOW UP

______________________________ FESTIVAL DATE ________________________

NAME ____________________________ SCHOOL _____________________

| | | | | |
|---|---|---|---|---|
| Rating Standard | 0 - 1<br>Poor | 2 - 3 - 4<br>Acceptable | 5 - 6 - 7<br>Good | 8 - 9 - 10<br>Outstanding |

Rating:

______ 1. The overall value for the students

______ 2. The educational value for the students

______ 3. The benefit of interaction with other schools

______ 4. Effectiveness of the clinician/adjudicator

______ 5. Festival format

Suggested changes ________________________________________________

__________________________________________________________________

__________________ ______________________________________________

______ 6. Effectiveness of transportation (did you have problems) comment on back

______ 7. Timeliness of schedule (was there enough time?)

______ 8. Planning of event (is it a good time of year?)

9. Should we repeat activity next year? YES NO (circle one)

10. Most outstanding feature of festival ______________________________

__________________________________________________________________

__________________________________________________________________

11. Most undesirable feature of festival ______________________________

__________________________________________________________________

__________________ ______________________________________________

12. Other comments ________________________________________________

______________________________________________

______________________________________________

10jhorfolfm

Evenings + Weekends
optional Attendance

# MEMORANDUM

| | |
|---|---|
| To: | Elementary Orchestra Directors |
| From: | Ernie Rolston |
| Subj: | Elementary Orchestra Festival |
| Date: | January 8, 1991 |

Here are the final arrangements for the Elementary Orchestra Festival, March 5 1991 at Powell Jr. High.

| School | Performance Time | Warm-up Time | Warm-up Area |
|---|---|---|---|
| Whittier | 9:30-9:50 | 9:10-9:30 | On Stage |
| Frost | 9:50-10:10 | 9:30-9:50 | Orch. Room |
| WashingtonI | 10:10-10:30 | 9:50-10:10 | Orch. Room |
| Hermosa Vista | 10:30-10:50 | 10:10-10:30 | Orch. Room |
| Lowell | 10:50-11:10 | 10:30-10:50 | Orch. Room |
| Washington | 11:10-11:30 | 10:50-11:10 | Orch. Room |

These performances times are for you to set up, check tuning, play at least two numbers (contrasting styles preferred), and let the adjudicator make comments or work with your group. The adjudicator, at his preference, will provide you with a tape of your performance with comments, or written comments, or both. Please have a score with numbered measures for the adjudicator for each number you play.

Please call the music office and let me know how many students are in your group(s). We will provide a seating chart so the students can sit together so you can keep them under control. **Also, have each student bring a pencil.** There will be student adjudication forms for them to fill out while they are listening to the other groups.

The music office pays for buses, but you must complete your own requisitions. Follow the district guidelines and do this right away. Arrange your bus schedule to be there for the entire festival so your students can hear as many other groups as possible.

A piano will be provided. Bring all additional equipment you will need for your performances.

When you arrive at the school take your instrument cases to the auditorium and find your seating area. Large instruments can be left in the aisles. Twenty minutes before your group plays, unpack instruments and go to the warm-up room to tune and warm up. Be ready to move to the stage at your playing time. After playing, return to your auditorium seating area.

We want this to be a positive experience for you and your students. Please give us your suggestions for improvements and changes for this or next year. If there are any questions please call immediately. (x7892)

05 elfestfinarr

## MESA PUBLIC SCHOOLS

## ELEMENTARY ORCHESTRA ADJUDICATION FORM

Time of Appearance ______________________ Date __________________________

School ______________________________ Name of Group ______________

Selection _____________________________ Composer ____________________

Selection _____________________________ Composer ____________________

Selection _____________________________ Composer ____________________

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

TONE (beauty, blend, control) ______________________________________________

_________________________________________________________________

_________________________________________________________________

INTONATION _____________________________________________________

_________________________________________________________________

_________________________________________________________________

BALANCE (ensemble, sectional) ____________________________________________

_________________________________________________________________

INTERPRETATION (expression, dynamics, phrasing, style, tempo) _________________

_________________________________________________________________

_________________________________________________________________

POSTURE (playing position, right-hand, left-hand) ______________________________

_________________________________________________________________

OTHER FACTORS (choice of music, stage manners)_________________________

_________________________________________________________________

_________________________________________________________________

Signature of Adjudicator ________________________

09elfestadjfm

# ELEMENTARY ORCHESTRA STUDENT EVALUATION FORM

School ______________________________

Name of Orchestra ______________________________________

NAMES OF SELECTIONS PERFORMED

1. ______________________________
2. ______________________________
3. ______________________________

| STAGE APPEARANCE | Excellent | Good | Fair |
|---|---|---|---|
| A. POSTURE | _____ | _____ | _____ |
| 1. Left-hand position | _____ | _____ | _____ |
| 2. Right-hand position | _____ | _____ | _____ |
| 4. Feet on Floor | _____ | _____ | _____ |
| B. WATCHING DIRECTOR | | | |
| 1. Music stands face director | _____ | _____ | _____ |
| 2. Students paying attention | _____ | _____ | _____ |
| C. EVERYONE IN CLEAN, NEAT ATTIRE | _____ | _____ | _____ |
| PERFORMANCE EVALUATION | | | |
| 1. In tune (intonation) | _____ | _____ | _____ |
| 2. Group starts together | _____ | _____ | _____ |
| 3. Group stops together | _____ | _____ | _____ |
| 4. Dynamic changes | _____ | _____ | _____ |
| 5. Sound quality | _____ | _____ | _____ |
| 6. Accurate rhythms | _____ | _____ | _____ |
| 7. Bows together | _____ | _____ | _____ |

| GENERAL | YES | NO |
|---|---|---|
| 1. Is anyone in this group chewing gum? | _____ | _____ |
| 2. Is the instrumentation balanced? | _____ | _____ |
| 3. Are the members listening to each other? | _____ | _____ |
| 4. Were the selections fun to listen to? | _____ | _____ |

Your name __________________________ School __________________________

10elfeststudeval

## FESTIVAL FOLLOW UP

_______________________________ FESTIVAL DATE ______________

NAME ________________________ SCHOOL ____________________

| **Rating Standard:** | 0 - 1<br>Poor | 2 - 3 - 4<br>Acceptable | 5 - 6 - 7<br>Good | 8 - 9 - 10<br>Outstanding |
|---|---|---|---|---|

Rating:

______ 1. The overall value for the students

______ 2. The educational value for the students

______ 3. The benefit of interaction with other schools

______ 4. Effectiveness of the clinician/adjudicator

______ 5. Festival format

Suggested changes ____________________________________________

______________________________________________________________

______ 6. Effectiveness of transportation (did you have problems - comment on back)

______ 7. Timeliness of schedule (was there enough time?)

______ 8. Planning of event (is it a good time of year?)

9. Should we repeat activity next year? YES NO (circle one)

10. Most outstanding feature of festival ______________________________

______________________________________________________________

11. Most undersirable feature of festival ______________________________

______________________________________________________________

12. Other comments______________________________________________

______________________________________________________________

12elfestfolform

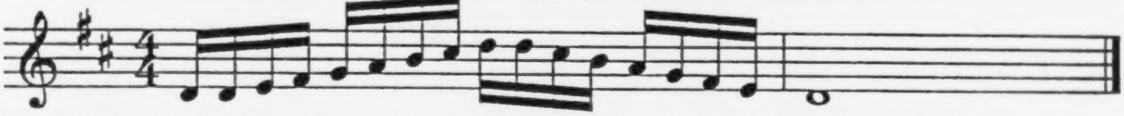
## OFFICE OF MUSIC EDUCATION
## MESA PUBLIC SCHOOLS

Your child has been invited to audition for membership in the JUNIOR HIGH FESTIVAL ORCHESTRA, directed by Glen Cooper.

Membership in the orchestra, to be made up of selected students from the Junior High Schools in Mesa, will also depend upon the student's ability to meet the following rehearsal schedule:

| | | |
|---|---|---|
| Rehearsal | Friday, April 2, 1993 | 5:00 - 8:00 pm at WESTWOOD HIGH SCHOOL<br>945 W. 8th STREET<br>Students should bring a **"sack dinner"** and are responsible for their own transportation. |
| Rehearsal | Saturday, April 3 | 8:00 - 12:00 noon at WESTWOOD HIGH SCHOOL |
| CONCERT: | Saturday, April 3 | 3:00 pm at WESTWOOD HIGH SCHOOL. Students must be seated in the warm-up room by 2:45 for tuning. |

Auditions for students will be held on Saturday, February 6, 1993, at Kino Jr. High. An audition fee of five dollars ($5.00) is required of all students to help defray organizational expenses. Audition requirements will include: (1) A selected audition piece and (2) Scales of C, G, D, A, E, F, Bb, Eb, Ab, which are to be memorized. Scales may be 1, 2, or 3 octaves at student's discretion. Scales shall be played in the following rhythmic form: MM Quarter note = 60.



Students wishing to audition must fill out and return the permission slip below along with the $5.00 audition fee to their orchestra teacher. Checks should be made out to: MESA PUBLIC SCHOOLS. All slips and fees must be delivered to the Music Education Office by FRIDAY, JANUARY 22, 1993.

Students will receive an ASSIGNED AUDITION time the following week at their respective Junior High Schools. The time allowed for the audition will be 5 minutes.

If you desire that your child audition and agree that he or she will be able to meet the above schedule, please fill in the permission slip below and return it to your school orchestra director as soon as possible. Please keep this rehearsal schedule for your reference.

Wayne Roederer
String Specialist

03jhhoparentinfo

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

### PERMISSION SLIP

SCHOOL ______________________________

NAME ________________________________ has my permission to audition for membership in the JUNIOR HIGH FESTIVAL ORCHESTRA. It is understood that if selected, he or she will attend all the scheduled rehearsals and the concert.

Parent __________________________________

________________________________ Instrument

______________ Phone

____________________________ Address

Teacher ______________________________

N

FEE (S) and PERMISSION SLIP (S) MUST BE DELIVERED TO THE MUSIC OFFICE BY NO LATER THAN FRIDAY JANUARY 22, 1993.

# JUNIOR HIGH HONOR ORCHESTRA
# AUDITION SCORE FORM

CHAIR NUMBER

NAME____________________________________________________TIME______________

INSTRUMENT________________________________SCHOOL______________________________

**PART I - SCALES** (C, G, D, A, E, F, $B^b$, $E^b$, $A^b$ ) - Choose 4

| Scale | Check Octaves Played |  |  | Fill in one set of points per scale |  |  |  |  |
|---|---|---|---|---|---|---|---|---|
|  | 1 | 2 | 3 | Fair 0-5 | Below Ave. 6-10 | Average 11-15 | Very Good 16-20 | Excellent 21-25 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

**PART I - TOTAL POINTS**__________

| PART II - AUDITION ETUDE | Fill in one set of points per area |  |  |  |  |
|---|---|---|---|---|---|
|  | Fair 0-5 | Below Ave. 6-10 | Average 11-15 | Very Good 16-20 | Excellent 21-25 |
| RHYTHM |  |  |  |  |  |
| ARTICULATION |  |  |  |  |  |
| DYNAMICS |  |  |  |  |  |
| PHRASING |  |  |  |  |  |
| TEMPO |  |  |  |  |  |
| TONE |  |  |  |  |  |
| VIBRATO |  |  |  |  |  |
| INTONATION |  |  |  |  |  |

**PART II - TOTAL POINTS**__________

| PART III - PLAYING POSITIONS | Fill in one set of points per area |  |  |  |  |
|---|---|---|---|---|---|
|  | Fair 0-5 | Below Ave. 6-10 | Average 11-15 | Very Good 16-20 | Excellent 21-25 |
| LEFT HAND |  |  |  |  |  |
| RIGHT HAND |  |  |  |  |  |
| INSTRUMENT LOCATION |  |  |  |  |  |
| POSTURE |  |  |  |  |  |

**PART III - TOTAL POINTS**__________

---

**AUDITIONER**____________________________ **TOTAL POINTS (This page)**__________

07JRHOAUDSCFRM

MUSIC DEPARTMENT
MESA PUBLIC SCHOOLS

Dear _________________________,

CONGRATULATIONS! You have been selected to participate in the Junior High Honor Orchestra. I am looking forward to our working together.

Our rehearsal schedule is as follows:

| | | |
|---|---|---|
| Friday | April 5, 1991 | 9:00 am - 3:00 pm at Red Mountain High School.Students should bring a "sack lunch" and are responsible for their own transportation. |
| Saturday | April 6, 1991 | 8:00 - 12:00 noon at Red Mountain High School in the orchestra room. |
| Saturday | April 6, 1991 | CONCERT at Red Mountain High School at 3:00 p.m.- Students must be seated in the warm-up room by 2:45 for tuning. |

Since you only rehearse on Friday and Saturday with the concert on Saturday afternoon it is imperative that you do not miss any of the scheduled rehearsals. If you are not able to meet this schedule, please inform your music teacher.

Again, congratulations, and work hard on the orchestra music so you can be prepared as possible for that first rehearsal. Strings will re-audition for chairs at the first rehearsal.

Sincerely,

Wayne Roederer
Music Specialist

14jhhocong

JUNIOR HIGH HONOR ORCHESTRA AUDITIONER INSTRUCTIONS

1. Scales: G, Ab, A, Bb, C, D, Eb, E, F and C.
Choose 4 scales from above and remain consistent by asking the same ones for every student. Scales should be in the designated rhythm.

2. Audition Etude: You may listen to all the etude or short sections from it, but remain consistent by giving each student the same audition.

3. Be pleasant, smile, but business-like.

4. Students will ask how they did or "Did I Make It!" Stock answer: Your teacher will tell you the results next week.

5. Don't teach a private lesson. The audition period is only five minutes.

6. Avoid at all costs making evaluative comments such as good, excellent, or great. (Students tend to make judgments based on your comments and sometimes assume they made the group and later find their score was a -149 out of a possible 150 points (expectations far exceeded the result).

7. Try to greet each student with a short phrase such as Hello, how are you today? This may help reduce some nervous tension (Be Brief)

8. Write so it can be read.

9. A good closing line after the audition is "Thank you for playing and have a nice day."

At the completion of auditions:

1. Be certain all scores are added correctly.

2. Bad P.R. can result from errors. Be sure to sign the audition sheet.

3. Arrange scores by instrument from highest to lowest.

4. On the Adjudicator list provided, enter the top -

50 violins (2 pages provided)
20 violas
20 cellos
10 basses

5. After completing step 3 above, arrange the auditions sheets alphabetically by schools.

6. Return all materials to audition headquarters.

06jhhoaudinstr

# FESTIVAL FOLLOW UP

______________________ FESTIVAL DATE ____________

NAME ____________________ SCHOOL ____________________

| **Rating Standard:** | 0 - 1 | 2 - 3 - 4 | 5 - 6 - 7 | 8 - 9 - 10 |
|---|---|---|---|---|
| | Poor | Acceptable | Good | Outstanding |

Rating:

______ 1. The overall value for the students

______ 2. The educational value for the students

______ 3. The benefit of interaction with other schools

______ 4. Effectiveness of the clinician/adjudicator

______ 5. Festival format

Suggested changes ______________________________

________________________________________________

______ 6. Effectiveness of transportation (did you have problems - comment on back)

______ 7. Timeliness of schedule (was there enough time?)

______ 8. Planning of event (is it a good time of year?)

9. Should we repeat activity next year? YES NO (circle one)

10. Most outstanding feature of festival ______________________

________________________________________________

11. Most undersirable feature of festival ______________________

________________________________________________

12. Other comments______________________________

________________________________________________

18jhhofestfolfrm

# OFFICE OF MUSIC EDUCATION
# MESA PUBLIC SCHOOLS

Your child has been invited to audition for membership in the MESA YOUNG PEOPLE'S ORCHESTRA, directed by Wayne Roederer, String Specialist for Mesa Public Schools.

Membership in the orchestra, to be made up of selected students from elementary schools, will also depend upon the student's ability to meet the following schedule:

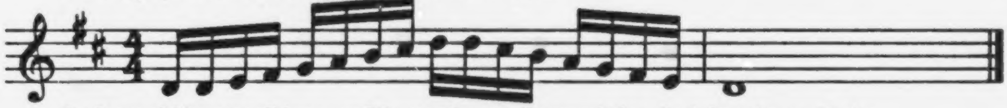
Rehearsals -- from 3:30 to 5:00 p.m. at Mesa Jr. High on the following dates:

| | |
|---|---|
| Tuesday | March 12, 1991 |
| Thursday | March 14, " |
| Tuesday | March 26, " |
| Thursday | March 28, " |
| Tuesday | April 2, " |
| Thursday | April 4 , " |

DRESS REHEARSAL: Saturday, April 6 8:00 to 9:30 a.m.RED MOUNTAIN HIGH SCHOOL
7301 E BROWN ROAD

CONCERT: Saturday, April 6 3:00 pm at RED MOUNTAIN HIGH SCHOOL
Students must be seated in the warm-up room by 2:30 for tuning.

Auditions for students will be held on Saturday, February 2, 1991, at Kino Jr. High. An audition fee of five dollars ($5.00) is required of all students to help defray organizational expenses. Audition requirements will include: (1) A selected audition piece and (2) Scales of C, G, D, and A, which are to be memorized. Scales may be 1, 2, or 3 octaves at student's discretion. Scales shall be played in the following rhythmic form: MM = 60



Students wishing to audition must fill out and return the permission slip below along with the $5.00 audition fee to their orchestra teacher. Checks should be made out to: MESA PUBLIC SCHOOLS. All slips and fees must be delivered to the Music Education Office by Friday, January 18, 1991.

Students will receive an ASSIGNED AUDITION time the following week at their respective Elementary Schools. The time allowed for the audition will be 5 minutes.

If you desire that your child audition and agree that he or she will be able to meet the above schedule, please fill in the permission slip below and return it to your school orchestra director as soon as possible. Please keep this rehearsal schedule for your reference.

Sincerely,

Wayne Roederer, Director

03mypoparentinfo

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

## PERMISSION SLIP

SCHOOL ______________________

NAME ______________________ has my permission to audition for membership in the MESA YOUNG PEOPLES ORCHESTRA. It is understood that if selected, he or she will attend all the scheduled rehearsals and the concert.

Parent ______________________

______________________ Instrument

__________ Phone

______________________ Address

Teacher ______________________

FEE (S) and PERMISSION SLIP (S) MUST BE DELIVERED TO THE MUSIC OFFICE BY NO LATER THAN FRIDAY, JANUARY 18, 1991.

# MESA YOUNG PEOPLE'S ORCHESTRA
# AUDITION SCORE FORM

CHAIR NUMBER

NAME______________________________ TIME____________

INSTRUMENT____________________ SCHOOL____________________

## PART I - SCALES

| Scale | Check Octaves Played<br>1 | 2 | 3 | Fill in one set of points per scale<br>Fair<br>0-5 | Below Ave.<br>6-10 | Average<br>11-15 | Very Good<br>16-20 | Excellent<br>21-25 |
|---|---|---|---|---|---|---|---|---|
| C Scale | | | | | | | | |
| G Scale | | | | | | | | |
| D Scale | | | | | | | | |
| A Scale | | | | | | | | |

PART I - TOTAL POINTS__________

## PART II - AUDITION ETUDE

| | Fill in one set of points per area<br>Fair<br>0-5 | Below Ave.<br>6-10 | Average<br>11-15 | Very Good<br>16-20 | Excellent<br>21-25 |
|---|---|---|---|---|---|
| RHYTHM | | | | | |
| ARTICULATION | | | | | |
| DYNAMICS | | | | | |
| PHRASING | | | | | |
| TEMPO | | | | | |
| TONE | | | | | |
| VIBRATO | | | | | |
| INTONATION | | | | | |

PART II - TOTAL POINTS__________

## PART III - PLAYING POSITIONS

| | Fill in one set of points per area<br>Fair<br>0-5 | Below Ave.<br>6-10 | Average<br>11-15 | Very Good<br>16-20 | Excellent<br>21-25 |
|---|---|---|---|---|---|
| LEFT HAND | | | | | |
| RIGHT HAND | | | | | |
| INSTRUMENT LOCATION | | | | | |
| POSTURE | | | | | |

PART III - TOTAL POINTS__________

AUDITIONER____________________ TOTAL POINTS (This page)__________

07MYPOAUDSCFRM

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MUSIC DEPARTMENT
MESA PUBLIC SCHOOLS

February 2, 1991

Dear ________________________________,CONGRATULATIONS! You have been selected to participate in the Mesa Young People's Orchestra. I am looking forward to our working together. You are to be commended for your accomplishments on your instrument.

Our rehearsal schedule is as follows:

| | | | |
|---|---|---|---|
| Tuesday | March 12, 1991 | 3:30 - 5:00 P.M. | Mesa Jr. High School |
| Thursday | March 14, 1991 | 3:30 - 5:00 P.M. | Mesa Jr. High School |
| Tuesday | March 26, 1991 | 3:30 - 5:00 P.M. | Mesa Jr. High School |
| Thursday | March 28, 1991 | 3:30 - 5:00 P.M. | Mesa Jr. High School |
| Tuesday | April 2, 1991 | 3:30 - 5:00 P.M. | Mesa Jr. High School |
| Thursday | April 4, 1991 | 3:30 - 5:00 P.M. | Mesa Jr. High School |

DRESS REHEARSAL:
Saturday April 6, 1991 8:00 - 9:30 RED MOUNTAIN HIGH SCHOOL

CONCERT:

Saturday April 6, 1991 3:00 P.M. RED MOUNTAIN HIGH SCHOOL
(Students must be in their seats by 2:30 for tuning)

Sincerely,

Wayne Roederer

Wayne Roederer, Director
Mesa Young People's Orchestra

12mypocong

MESA YOUNG PEOPLE'S ORCHESTRA AUDITIONER INSTRUCTIONS

1. Scales: G, A, C, and D (Judge all 4)
Scales should be in the designated rhythm.

2. Audition Etude: You may listen to all the etude or short sections from it, but remain consistent by giving each student the same audition.

3. Be pleasant, smile, but business-like.

4. Students will ask how they did or "Did I Make It!" Stock answer: Your teacher will tell you the results next week.

5. Don't teach a private lesson. The audition period is only five minutes.

6. Avoid at all costs making evaluative comments such as good, excellent, or great. (Students tend to make judgments based on your comments and sometimes assume they made the group and later find their score was a -149 out of a possible 150 points (expectations far exceeded the result).

7. Try to greet each student with a short phrase such as Hello, how are you today? This may help reduce some nervous tension (Be Brief)

8. Write so it can be read.

9. A good closing line after the audition is "Thank you for playing and have a nice day."

At the completion of auditions:

1. Be certain all scores are added correctly.

2. Bad P.R. can result from errors. Be sure to sign the audition sheet.

3. Arrange scores by instrument from highest to lowest.

4. On the Adjudicator list provided, enter the top -

50 violins (2 pages provided)
20 violas
20 cellos
10 basses

5. After completing step 3 above, arrange the auditions sheets alphabetically by schools.

6. Return all materials to audition headquarters.

06mypoaudinstr

## FESTIVAL FOLLOW UP

________________________ FESTIVAL DATE ____________

NAME ________________________ SCHOOL ____________

| | | | | |
|---|---|---|---|---|
| **Rating Standard:** | 0 - 1<br>Poor | 2 - 3 - 4<br>Acceptable | 5 - 6 - 7<br>Good | 8 - 9 - 10<br>Outstanding |

Rating:

______ 1. The overall value for the students

______ 2. The educational value for the students

______ 3. The benefit of interaction with other schools

______ 4. Effectiveness of the clinician/adjudicator

______ 5. Festival format

Suggested changes ________________________________

________________________________________________

______ 6. Effectiveness of transportation (did you have problems - comment on back)

______ 7. Timeliness of schedule (was there enough time?)

______ 8. Planning of event (is it a good time of year?)

9. Should we repeat activity next year? YES NO (circle one)

10. Most outstanding feature of festival ________________________

________________________________________________

11. Most undersirable feature of festival ________________________

________________________________________________

12. Other comments ________________________________

________________________________________________

16mypofestfolfrm

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**Agreement Between**

**______________________________(Music Student)**

**and**

**__________________________________________**
**(parents)**
**for the Purpose of Providing**

**Continuing Funding for Musical Education**

**dated:________________**

## Agreement
## for
## Continuing Musical Education Program

THIS AGREEMENT, is made and entered into as of this
____________day of January, 1991, by and between
____________________________(name),
_____________________________________(address) (hereinafter referred to as "_____ "), and His/Her Parents,
___________________________________(name(s)), of the same address (hereinafter referred to as "PARENTS") .

WHEREAS, __________________(student's name) is engaged in continuing musical education requiring financial support for musical instruments and associated equipment, sheet music, lessons, transportation, and fees, and whereas her PARENTS are willing to fund the continuation of musical education to include support required in connection with the aforesaid musical education program (hereinafter referred to as the "PROGRAM").

____________(student) and her PARENTS, therefore agree as follows:

1. RESPONSIBILITIES OF ______________(student)

_______________(student) shall:

A. Agree to pursue her continuing musical education on a diligent and professional basis so as to maximize the benefit of her PARENT'S investment in this PROGRAM.

B. Agree to attend and participate in all lessons, recitals, concerts and similar activities which are scheduled in pursuit of the subject PROGRAM, except as excused due to circumstances as approved by either or both of her PARENTS.

C. Agree to practice her violin no less than one hour per day, every day, with the exception of days upon which one of the activities, as described at B. above, occur, and with the exception of those days for which _________(student) has obtained prior agreement to be excused from practice from either or both of her PARENTS. A practice is defined for purposes of this Article to be a period of time during which (student) plays scales, prepares assignments issued by her teacher, and prepares music required by the musical organizations of which she is a member. Practice time for purposes of this agreement excludes group practice conducted at school or at MYS. Practice shall be for an uninterrupted period of a minimum of twenty (20) minutes for the first two (2) months of this agreement and for a minimum of thirty (30) minutes thereafter.

D. Take good care of the musical instrument(s), sheet music, and other facilities and equipment provided by her PARENTS for the conduct of the PROGRAM.

## 2. RESPONSIBILITIES OF PARENTS

PARENTS shall:

A. Agree to provide all instrument(s), sheet music, and other equipment and materials reasonably required for conduct of the PROGRAM, to include reasonable maintenance and repair of said items, at the expense of the PARENTS.

lessons as may be reasonably required to achieve the goals of the PROGRAM.

C. Agree to provide support and encouragement for successful accomplishment of the PROGRAM, including but not limited to volunteer and financial support of the musical organizations in which _________(student) participates as a member.

3. BREACH OF AGREEMENT TERMS AND CONDITIONS

A. In the event that the PARENTS are in breach of this Agreement, _____________(student) may, at his/her election, consider the Agreement to be null and void and to be excused of all continuing obligations hereunder.

B. In the event that _____________(student) shall breach the obligation in accordance with this Agreement to practice one hour per day, he/she shall reimburse the PARENTS the prorated share of the cost of the lessons funded or fees paid during the time period during which the failure to practice occurs, as provided hereinafter. For example, if the PARENTS fund one lesson per week at twenty dollars ($20) per lesson and _________________(student) is obligated in accordance with Article 1 C of this Agreement to practice six (6) hours during the week of the lesson, the limited breach of the practice agreement resulting in only five (5) hours of practice will result in _____________(student) owing the PARENTS for one sixth of the twenty dollar lesson fee (1/6 x $20 = $3.50). The repayment of funds to the PARENTS as a result of a limited breach of the Agreement shall be based upon "in kind" services to be provided by (student) in accordance with the following table:

| Service | Value |
|---|---|
| 1. Launder and iron one (1) shirt | $1.00 |
| 2. One load of laundry, hung out to dry or dried in dryer, folded, and taken up stairs (towels, sheets, etc. to be put away) | $2.00 |
| 3. Clean out and defrost refrigerator or freezer | $2.00 |
| 4. Wash kitchen, laundry, and front hall floors. | $2.00 |
| 5. (Other services as necessary/appropriate) | |

With respect to this schedule:

a. Work required to repay PARENTS for a limited breach in accordance with the above schedule shall be accomplished on weekends during time periods as approved by either or both PARENTS. Said work shall have priority over free-time play and/or social activities but shall be scheduled so as to avoid conflict with (student's) academic obligations.

b. Such service(s) to be performed by ____________(student) shall be determined by the unilateral selection of service(s) by either or both PARENTS from the table provided in this Article.

## 4. AMENDMENTS TO THIS AGREEMENT

This Agreement may be amended or modified only in writing signed by both Parties.

## 5. PERIOD OF AGREEMENT

This Agreement shall remain in effect for a period of one calendar year from date of execution unless earlier terminated in accordance with Article 3. It may be extended on a year to year basis upon mutual agreement of the Parties.

## 6. ENTIRE AGREEMENT

This Agreement constitutes the entire agreement between the Parties and supersedes all preexisting agreements regarding the subject matter.

IN WITNESS WHEREOF, the Parties hereto have signed this Agreement as of the date first hereinabove written for funding a Continuing Musical Education Program in two (2) duplicate originals of which one (1) is provided to ___________(student) and one (1) is provided to his/her PARENTS.

| STUDENT | PARENTS |
|---|---|
| By:________________________ | By: ______________________ |
| Name:______________________ | Name: ____________________ |
| Date:______________________ | Date: _____________________ |

## WEEKLY PRACTICE RECORD

| 1. Week of: ______ | 2. Hours of Practice | 3. Practice Hours M | T | W | Th | F | Sa | Su | Accomplished Total | 4.Shortage (2-3)=( ) | 5.Reimbursed (Parent initials) |
|---|---|---|---|---|---|---|---|---|---|---|---|
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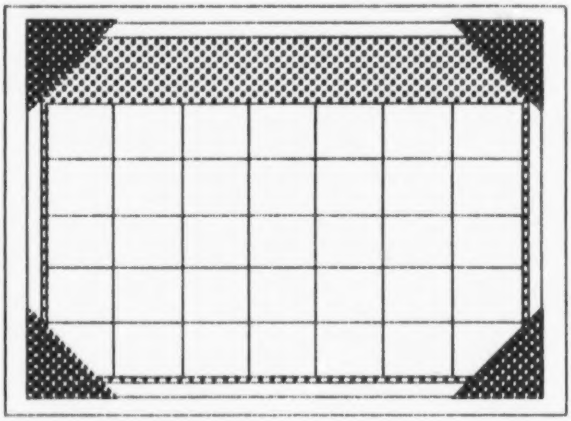
## MEMO



TO: All North Central Region Directors

FROM: , Regional Governor

RE: Region Festival information

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Each director has been mailed this packet. Please make certain that all music faculty members in your school received it and are made aware of the information there in. Please be sure to read everything so that we are not confronted with "embarrassing circumstances" during the regional process.

Most every thing will be the same. There are, however, a few changes in the audition process. Please make a note of them and be sure your students are aware of the changes.

The following information will be vital throughout the steps that lead to the All-State Music Festival. Please refer to it frequently so that you can be conscious of deadlines and procedures.

Regional Dates:

Dec 7 Postmark deadline for regional audition application and fees ($5.00 per audition time) Make check payable to AMEA North Central Region and send them to:

Regional Governor
Westwood High School
945 W. 8th St.
Mesa, AZ 85201

Please do not send cash! Separate checks should be sent for Band, Choir, and Strings. Combined checks really do initiate a headache.

If your school is slow to make out check, please request them far enough ahead of time to meet our deadline.

Jan 4 **Audition Schedules will be sent to schools.

Jan 24-26 Regional Audition at:

Feb 6 Postmark deadline for Regional Festival registration cards and 10.00 per student fee. The card and fee are to be mailed to:

Make registration checks payable to AMEA North Central Region.

Feb 15-16 Region Festival at:

Regional Festival certificates and All-State audition cards for those eligible will be passed out following the festival concert to each director.

Feb 25 Postmark deadline for All-State audition application.

March 8-9 All-State audition at . High School

March 22 Postmark deadline for All-State registration cards and fees.

April 19-20 All-State Festival at Northern Arizona University.

** As much as possible Schools will be scheduled in blocks of time. Changes with in those time blocks with other students of like instruments or voice from the same school will not be a problem. Changes outside the those time blocks must be cleared with the Regional Governor and area Chairperson at least 5 school days before the audition. Please help student be on time. Please don't change a time unless it is necessary. If a change with in your allotted time is necessary a schedule of the your changes must be posted at the registration desk before your students register. Please follow the process. We will accommodate where we can with in your block of time, but once your time block has been has expired we will not have room to schedule your students.

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## GENERAL INFORMATION FOR REGION AUDITIONS

1. Eligibility to participate in the Regional Festival: All entrants in the auditions MUST be endorsed by their local director as a member in good standing of the music department in their local school. (See A.I.A. No-Pass, No-Play policy)

2. Entry fee: $5.00 per entry. The total fees should be paid with the director's initial registration. In all cases, it must be paid prior to formal registration at the audition site. If the fee has not been paid the student(s) will not be allowed to audition. Make all checks payable to "AMEA North Central Region".

3. If you will stick to the deadline dates and HELP your students prepare their auditions and later their festival music, this should be a great Regional Festival.

4. Since this function is run by AMEA a $ 50.00 fee per Director is charged as part of your registration fee. If the organizations instructor is a member of AMEA the $50.00 fee is waived.

Please place your MENC/AMEA ID number on the registration application. Your registration will not be processed and your students will not be scheduled without the completed form and the necessary fee if applicable.

If you are not a member of MENC/AMEA but plan to join at this time, an application form has been included for your convenience. Please return the completed form and the appropriate fee directly to me so that your membership is verified and your students can be scheduled. Please make your check payable to MENC.

If you have any questions concerning this procedure please contact me between 8:00 am and 9:00 am at my office 898-3957.

May I take this opportunity to extend to you and your students my best wishes and thanks for your assistance in preparation for this year's Regional Festival.

Sincerely,

Regional Governor

~~"You may now study exercise one." (Triad played/10 seconds pause Triad played again)~~

~~"Begin exercise one." (20 second pause)~~

~~"You may now study exercise two." (Same sequence for all three exercises)~~

~~Spoken Introduction to Block and Contrapuntal Exercise:~~

~~"Now you are ready to sing the Block and Contrapuntal Exercise. You will hear a piano introduction, and then you are to sing your own part with the other three voices on the tape. You have time now to silently study the exercise." (15 second pause)~~

~~"This is the Block and Contrapuntal) Exercise."~~

~~(Music begins, leaving out the appropriate track for the singer. The audition is completed at the end of this exercise.)~~

~~To assist the student:~~

~~A. Pitches are give in the proper vocal ranges.~~
~~B. Audition materials are professionally typeset and are laminated to prevent soiling. etc.~~
~~C. Single-line exercises may transposed, at the discretion of the adjudicator, to accommodate the cambiata voice.~~
~~D. Students may choose to complete the musicianship section of the audition before or after the solo portion.~~

## INSTRUMENTAL AUDITIONS REQUIREMENTS

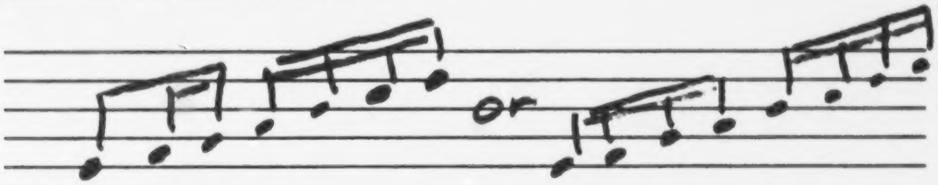
1. The solo portion for Region and All-State has been eliminated.

2. Students are to prepare etudes 1-3 for Regional, and etudes 1-5 for All-State auditions. A list of books that the etudes are taken from was sent to each director in September. NOTE: String and harp teachers please note that two sets of etudeds were included in the packet. The string etudes listed on the purple paper are not all correct. You should be using those etudes listed on the orange paper at the back of the packet. If your have any questions call me at Westwood (898-3957)

3. Scales: Woodwinds and Brass will prepare the following major scales for his/her instrument: C,G,D,A,E,B,F,Bb,Eb,Ab, & Db as well as the chromatic scale. Each student will be asked to play a minimum of three scales. All scales should be played at a quarter note equaling 60 beats per minute. There are three acceptable rhythmic patterns that may be used:

1. 2. 3.

All string players will be asked a total of three scales. Scales will be chosen from all major scale except F#, Gb, and Cb. They will also perform the melodic minor from the lowest string of their instrument. There is no chromatic scale requirement of strings, including harp. Scales are to be memorized and performed up to three octaves, ascending and descending. Students should perform scales from one of the following rhythm patterns:



Scoring of scales will be 15 points per octave with 5 points for overall performance. A total of 50 points are possible for each scale.

4. Sight reading will be selected by the adjudicator. This may consist of 4 or 5 short selections ranging from easy to difficult.

5. An audition sign-up form has been enclosed in the packet. Please copy as needed. Type the information on the forms. Be sure to include your AMEA ID number. This form is to be use as an Invoice.

6. Percussionist are responsible for providing the following items at your audition:

a. Snare drum sticks
b. Xylophone mallets
c. Timpani mallets
d. Someone to help you set-up your equipment if you are playing a multiple percussion solo. Time is of the essence.
e. Percussionist Must include a short (Maximum 2 min.) solo on the instrument of their choice and numbers 1-3 of the etudes. Percussionists will sight-read on their solo instrument.

The audition site will provide 4 timpani, bass drum, snare, orchestra bells and a xylophone. You must provide any other instruments and/or equipment you may need for your solo.

7. Please note that only Brass and Woodwind instruments will be using screens. All others auditions will be done with out screens.

8. The audition sheet for strings has changed in the five categories of etude scoring. The changes are as follows:

Technical Accuracy to 150.
Rhythm to 180.
Intonation to 190
Tone to 140.

The total points for etudes is still 810, the same as before.

**PLEASE LIST STUDENT'S NAME AND INSTRUMENT ON PAGE 2 OF APPLICATION. IF YOU NEED ADDITION PAGES PLEASE COPY AND MAKE SURE THAT YOU NUMBER THE PAGES.**

**NOTE:** Since this function is run by AMEA there is a $50.00 fee assessed per director for students to participate. If the Director is a member of AMEA the $50.00 fee for his/her group of students is waived. If this is the case in your situation, please write N/A where the participation Fee is listed, sign your name and fill in you MENC ID number. **PLEASE USE THIS FORM AS AN INVOICE.**

AMEA Participation Fee ($50.00) _______________

Directors Signature ___________________________ MENC ID# _______

Governor's Signature _________________________________

You must supply us with you MENC ID# or $50.00 fee or your students will not be scheduled.

Enclosed is $ ________________________, check made payable to

AMEA North Central Region for _____________ (total students at $5.00 per student)

Mail for to:

Postmark deadline: December 7 1990

~~WINDS AND PERCUSSION APPLICATION STUDENT LIST~~ PAGE:

~~SCHOOL NAME~~ _______________________________________

~~==================================================================~~

~~STUDENT'S NAME~~ INSTRUMENT

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Dear Music Directors,

Enclosed are forms that each director is to fill out for the All-State Audition. For instrumental directors this form replaces the all-state cards that have been used in the past. Follow the instructions on the forms carefully. Make sure that string and band students are placed on separate forms. (copy as needed) All students that audition for the All-State Festival must audition on the voice or instrument that they qualified on.

Fill out the form with the students from your school that are being recommended. Those instrumental students that have an "*" in front of their name, on the enclosed festival program, are being recommended to audition for the All-State festival. All chorus members are eligible to audition. BE AWARE that students may become ineligible to audition for All-State by unsatisfactory participation in the regional festival and that the enclosed program was printed prior to the festival.

A master list of those recommended to audition for All-State has been forwarded to for instrumental and for vocal, so that they can cross check your list with theirs. Their lists will have the corrections, if any, that are made as a result of unsatisfactory participation. If one of your students is removed from the festival or looses their eligibility, please, do not include them on your form. This will help and as they schedule the All-State Auditions.

Even though the state has a master of students they are not officially registered. If you do not send in the form your students will be dropped from the All-State audition list. If you have any questions about the form or the process call

Sincerely,

Governor
A.M.E.A. North-Central Region

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## NOTICE TO ALL DIRECTORS AND NORTH CENTRAL FESTIVAL PARTICIPANTS

On behalf of the AMEA I wish to congratulate you on being accepted to the 1991 North Central Regional Festival. The following information relates to your success as your proceed through the Regional and All-State experience. Please read it carefully. (Directors, please discuss all aspects of the festival with your students)

1. Registration cards and fees for festival participants must be mailed to:

Entries must be postmarked no later than February 6th. Entries postmarked after that date may be returned and alternates notified to appear at the first rehearsal.

2. A rosters of the of the Regional groups with high and low cut off points has been placed in the directors packet. Please check the spelling of your name. All corrections must be made by February 6th and enclosed with your registration card.

3. All music should have been received. Contact the Regional Governor immediately if any is missing. Please mark your music in pencil. Students will return music as they leave the stage after the performance. This applies to all students in all performance groups.

Directors are to assist their students in preparing their music. Students are to have music WELL prepared before the first rehearsal. A music check will take place during the first rehearsal. A student that is unprepared may not be allowed to participate and there by forfeit their chance to audition for All-State. The music check will affect the seating in the orchestra and band.

4. Arrangements for meals are the responsibility of each director and/or student. Restaurants are located around Westwood on University, Alma School, and Country Club. Few, if any are within walking distance.

5. Cassette Tapes of the Region Festival will be made available to directors for $8.00. They will then be able to copy this tape for their students.

6. Two complementary tickets for directors and festival participants are available. Directors may pick up their tickets from the Regional Governor. Students will obtain tickets from the Chair person after the Friday evening rehearsal.

BEST COPY AVAILABLE

7. The Region Festival will be held at Westwood High School (Address is listed above).

8. This years Regional Festival Clinicians are:

Band -- G
Choir --
Orchestra

9. Every student must be present and on time for every Regional function. This includes the rehearsal and the concert. If this requirement is not met, the student may not be allowed to continue in the festival, and if he or she was eligible for All-State auditions, he or she will loose their All-State eligibility. This rule will be enforced without exception for any reason!

10. The director are to pick up packets in the music office after the Festival Concert. In the packet will be a list of those students eligible to audition for All-State, instructions on the new All-State Application form and the student's participation award certificates. To be eligible, students must meet the following requirements:

1. Be recommended by the regional adjudicator and governor.
2. Meet the requirements listed in #9.

As in the past, all choir participants who meet the above requirements will be eligible to audition for All-State on the voice the they used in regional auditions.

11. Concert dress for Women: A "nice dress" appropriate to the occasion. A "nice" pant suit would also be acceptable.
Concert dress for Men: A coat and long tie is recommended (suit or sports coat and slacks) Polished shoes!

12. Directors: Please make a point of stressing the importance of punctuality to your students. Lead them by example. Provide help in learning festival music. Please plan to be on hand at Westwood during the Festival. The festival staff is not responsible for your students. According to AIA at least one director from each school is required to at Westwood during the Festival.

13. IF IN DOUBT, CHECK WITH YOUR DIRECTOR!

Sincerely,

Regional Governor

ARIZONA MUSIC EDUCATORS ASSOCIATION

NORTH-CENTRAL REGIONAL REHEARSAL SCHEDULE

FEB 15 AND 16, 1991

HIGH SCHOOL

********************FRIDAY FEBRUARY 15, 1991********************

| | |
|---|---|
| 9:00 AM | *Attendance & Rehearsal |
| 10:45 AM | Break |
| 11:00 AM | Rehearsal |
| 12:30 PM | Lunch |
| 2:00 PM | Rehearsal |
| 3:30 PM | Break |
| 3:45 PM | Rehearsal |
| 5:00 PM | Announcements and Dismissal |

********************SATURDAY FEBRUARY 16, 1991********************

| | |
|---|---|
| 8:00 AM | Rehearsal |
| 9:30 AM | Break |
| 9:45 AM | Rehearsal |
| 11:30 AM | Orchestra and Choir Lunch -- Band Break |
| 11:45 AM | Band Dress Rehearsal |
| 12:45 PM | Band Lunch and Change for Concert |
| 1:00 PM | Choir Dress Rehearsal on Stage |
| 1:00 PM | Orchestra Rehearsal in Band Room |
| 2:00 PM | Choir Break and Change for Concert |
| 2:30 PM | Orchestra Break and Change for Concert |
| 5:00 PM | Call for Choir, Band, and Orchestra |
| 5:30 PM | Concert Begins |

Order of Performance

Choir
Band
Orchestra

*STUDENTS MUST be on time to all rehearsal; otherwise, their eligibility to continue in the Festival is at risk. Set your watches with the clock in your rehearsal room.

**DIRECTORS Your attendance and leadership is crucial and expected at this Festival. You must be present in case an emergency arises. Check your A.I.A. guidelines.

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SCHOOLS

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